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Summary of study showing that of 52 advanced placement candidates in 1954-57, 31 received credit and placement, 24 continued immediately in field where they received credit, 21 receiving grades of B or better in subjects given credit.

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"Action working
CEEB Advanced Placement ..."

Joseph R. Ruchard 4-10
Oberlin College
(26 W. [illegible])

# ADVANCED PLACEMENT CONFERENCE

# IN

# FOREIGN LANGUAGES

THE COLLEGE ENTRANCE EXAMINATION BOARD

AND

THE UNIVERSITY OF TOLEDO

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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JUNE 26 - JUNE 29

1958

THE UNIVERSITY OF TOLEDO

TOLEDO, OHIO

ED000946

# FOREWORD

The following is the report of the Advanced Placement Conference in Foreign Languages held at The University of Toledo on June 26 thru June 29, 1958.

The undersigned,who had the chief responsibilities for the operation of the conference, wish to take this opportunity to express their gratitude to all who worked to make this conference a splendid success.

Those who attended the conference were certainly some of the finest and most dedicated people that we have worked with. The seriousness with which the task of the conference was approached by all was clearly representative of the high interest that these people have in the Advanced Placement Program.

We sincerely hope that all who attended found the conference as enjoyable and stimulating and as rewarding as did we.

Richard R. Perry
The University of Toledo
Conference Chairman

Edward Harvey
Kenyon College
Associate Chairman

Russell Brown
DeVilbiss High School
Associate Chairman

ADVANCED PLACEMENT CONFERENCE IN FOREIGN LANGUAGES

THE UNIVERSITY OF TOLEDO

TOLEDO, OHIO

June 26-29, 1958

ATTENDANCE ROSTER

Abbott, Kenneth, The Ohio State University
Adams, Stephen S., The Westminster Schools, Atlanta, Ga.
Adolph, Sister Mary, S.N.D., Sisters of Notre Dame, Toledo, Ohio
Aloise, Sister Mary, S.N.D., Sisters of Notre Dame, Toledo, Ohio
Anderson, Herbert J., Baylor School, Chattanooga, Tennessee
Angeline, Sister Mary, S.N.D., Sisters of Notre Dame, Toledo, Ohio
Ann, Sister Winifred, Presentation Academy, Louisville, Kentucky
Bachman, Albert, Gettysburg College, Gettysburg, Pa.
Baumgaertel, Dr. Gerhard, University of Pennsylvania
Birch, Dr. W. Grayson, Franklin College of Indiana, Franklin, Indiana
Boerner, Monica (Mrs. R. E.), DeVilbiss High School, Toledo, Ohio
Bohning, Elizabeth E., University of Delaware, Newark, Delaware
Bosetto, Valentine, The Phillips Exeter Academy, Exeter, N. H.
Bourgeois, Joseph E., Xavier University, Cincinnati, Ohio
Boyce, Wallace C., Colorado College, Colorado Springs, Colorado
Bradshaw, Margaret F., Midwood High School, Brooklyn, N. Y.
Bridey, Helen E., Brookline High School, Brookline, Mass.
Brown, Russell, DeVilbiss High School, Toledo, Ohio
Browning, R. M., Hamilton College, Clinton, N. Y.
Bumgardner, Edythe, Waite High School, Toledo, Ohio
Calbick, Gladys S., Milwaukee-Downer College, Milwaukee, Wisc.
Charles, Mary Loue, Earlham College, Richmond, Indiana
Charron, Jean, The University of Texas
Cornell, Kenneth, Yale University
Delakas, Daniel L., Ripon College, Ripon, Wisconsin
Distler, Rev. Paul F., S.J., St. Louis University High School (Missouri)
Dudley, David A., College Entrance Examination Board,
Ebeling, Margaret L., Western College, Oxford, Ohio
Ethier, Raymond T., Newton High School, Newtonville, Mass.
Evans, Rubymae, South High School, Denver, Colorado
Ferguson, Elizabeth H., Grosse Pointe University School, Grosse Pointe, Mich.
Ferguson, Mrs. W. B., Fairview High School, Dayton, Ohio
Floripe, Rosario, The University of Toledo
Fontaine, Donald D., Ottawa Hills High School, Toledo, Ohio
Francella, Sister Mary, S.N.D., Sisters of Notre Dame, Toledo, Ohio
Frohock, W. M., Harvard University
Gale, John J., Gilmour Academy, Gates Mills, ~~Iowa~~ OHIO

ATTENDANCE ROSTER

Goedsche, C. R., Northwestern University, Evanston, Illinois
Goerlich, Dorothy S., Waite High School, Toledo, Ohio
Goode, Sister Teresa Clare, Nazareth College, Louisville, Kentucky
Goodman, Glenn H., Ohio State University
Gordon, Dr. Bruce, Emory University, Atlanta, Georgia
Graf, Eric F., Lake Erie College, Painesville, Ohio
Gretchen, Sister M., O.P., Rosary College, River Forest, Ill.
Hahn, Paul T., Ohio Wesleyan University, Delaware, Ohio
Harrington, Ruth C., Needham Senior High School, Needham, Mass.
Harvey, Edward, Kenyon College, Gambier, Ohio
Hayes, Mary E., New York State Education Department
Haflett, Paul H., Jr., Harvard University
Heller, John L., University of Illinois, Urbana, Illinois
Henderson, Charles, University of North Carolina, Chapel Hill, N. C.
High, Mrs. Lucy Turney, Dreher High School, Columbia, S. C.
Hoey, Allan S., Hotchkiss School, Lakeville, Conn.
Holm, Lydia, Glenbrook High School, Northbrook, Illinois
Honan, Mrs. Frances S., Yorktown Heights High School, Millwood, N. Y.
Husat, Samuel F., Western Reserve Academy, Hudson, Ohio
Iosso, Peter P., Columbia High School, Maplewood, N. J.
Irvin, L. P., Miami University, Oxford, Ohio
Janisse, Denis R., University of Detroit
Jennings, Frances M., Garden City High School, Garden City, N. Y.
Johnson, Van L., Tufts University, Medford, Mass.
Karsen, Sonja P., Skidmore College, Saratoga Springs, N. Y.
Kiddle, Lawrence, University of Michigan, Ann Arbor, Michigan
Knopp, Grace, Stanford University, Stanford, California
Kuehne, Oswald R., Central High School, Philadelphia, Pa.
Lange, Victor, Princeton University
Lawlor, Joseph P., Lake Forest High School, Lake Forest, Illinois
Lee, Lucille, The Rayen School, Youngstown, Ohio
Leon, Sister Mary, Sisters of Notre Dame, Toledo, Ohio
Levy, Harry L., University of Michigan, Ann Arbor, Michigan
Lihani, John, Yale University
Little, William A., Williams College, Williamstown, Mass.
Locke, William Nash, Massachusetts Institute of Technology, Cambridge
Loewenberg, Ernst L., Groton School, Groton, Mass.
Lohnes, Walter F.W., Phillips Academy, Andover, Mass.
Lovitt, Anne M., Churchill High School, Winnipeg
MacAllister, A. T., Princeton University
MacKeigan, Neil S., Shaker Heights High School, Shaker Heights, Ohio
MacLaren, Malcolm, Syracuse University, Syracuse, N. Y.
MacRavey, F. W., The University of Toledo
Madeleine, Sister Mary, Sisters of Notre Dame, Toledo, Ohio
Malz, Gertrude, Sweet Briar College, Sweet Briar, Virginia

ATTENDANCE ROSTER

Markham, Virginia G., John Adams High School, Cleveland, Ohio
Marrapodi, Frank C., Orange High School, Cleveland, Ohio
Marshal, Donald M., Culver Military Academy, Culver, Indiana
McDowell, Philip W., New Trier Township High School, Winnetka, Ill.
Menze, Edwin F., University of Minnesota, Minneapolis, Minn.
Miller, Richard R., Hotchkiss School, Lakeville, Conn.
Mullins, Marjorie, Mary Institute, St. Louis, Missouri
Nedelec, Josette, Wooster College, Wooster, Ohio
Nightingale, Mrs. Barbara, Whitmer High School, Toledo, Ohio
Nugent, Robert, Lake Erie College, Painesville, Ohio
Ortmeyer, John Edward, Culver Military Academy, Culver, Indiana
Padro, Isabel, Riverdale Country School for Girls, New York, N.Y.
Pasquier, Pierre, The University of Toledo
Peters, Dr. John W., Muskingum College, New Concord, Ohio
Playe, George L., University of Chicago
Pletcher, Evalena, Risingsun Local Schools, Risingsun, Ohio
Poston, Mrs. A. Jackson, Girls' Preparatory School, Chattanooga, Tenn.
Quiroli, Andrew F., Temple University, Philadelphia, Pa.
Radke, Lorraine E., Whitefish Bay High School, Milwaukee, Wisc.
Reber, Willetta, Lake Forest High School, Lake Forest, Illinois
Rechnitzer, Anne, Wheaton College, Norton, Mass.
Reckford, Kenneth J., Harvard University
Reichard, Joseph R., Oberlin College, Oberlin, Ohio
Rogers, Percy C., The Phillips Exeter Academy, Exeter, N. H.
Rohrer, Mrs. George W., Maumee High School, Maumee, Ohio
St. Dominic, Sister, Mary Manse College, Toledo, Ohio
Sayre, Edith, Westminster Schools, Atlanta, Georgia
Scanlon, Richard T., Edina-Morningside Senior High School, Minneapolis
Scheider, Mrs. Rose, Educational Testing Service
Schmit, Ursula, DeVilbiss High School, Toledo, Ohio
Schnurer, Herman, Antioch College, Yellow Springs, Ohio
Selter, Kathryn J., Washington Township Junior High School, Toledo
Sheila, Sister Mary, O.P., Rosary College, River Forest, Illinois
Shoemaker, William H., University of Illinois
Smither, William J., Tulane University, New Orleans, Louisiana
Sotteau, Pierre R., Miami University, Oxford, Ohio
Spath, Dr. Richard J., John Carroll University, Cleveland, Ohio
Stead, Rev. Julian, Portsmouth Priory School, Portsmouth, Rhode Island
Steiniger, Erich W., Miami University, Oxford, Ohio
Stiles, Marieta, A.B. Davis High School, Mount Vernon, New York
Stookins, Joseph S., Loomis School, Windsor, Connecticut
Sunderman, Mrs. Joyce, Ottawa Hills High School, Toledo, Ohio
Thielen, Bro. Harold, Gilmour Academy, Gates Mills, ~~Iowa~~ OHIO
Thumma, Mary Elizabeth, J.C. Howe High School, Indianapolis, Indiana

## ATTENDANCE ROSTER

Trottier, Lillian L., Whitefish Bay High School, Milwaukee, Wisc.
Turner, Albert R., Evanston Township High School, Evanston, Illinois
Turner, Clarence E., Rutgers University & ETS, New Brunswick, N. J.
Voorhees, G. C., St. Andrew's School, Middletown, Delaware
Vrooman, J. R., St. Andrew's School, Middletown, Delaware
Weeden, Jane A., The Bryn Mawr School, Baltimore, Maryland
Wilkinson, Paul W., St. Paul Academy, St. Paul, Minnesota
Wood, Cecil, Yale University
Wuinee, Edward C., Brighton High School, Rochester, New York

# REPORT

## FRENCH MEETINGS

Edward Harvey

Kenyon College

Gambier, Ohio

General Chairman

Wallace C. Boyce

Colorado College

Colorado Springs, Colorado

Secretary

# PRELIMINARY REMARKS

## FRENCH MEETINGS

To state the obvious, this report is not and cannot be a stenographic account of the Conference. Even if it were possible to provide a stenographic account, it would be of little value. Whether in attendance or not, readers are not going to want to wade through about fourteen hours of talk.

Furthermore, while credit is given to our excellent secretary, Wallace Boyce, full responsibility for the form in which this report is made must lie with the Chairman. If it should not meet with approval, the fault is the Chairman's. His responsibility is to edit the minutes with three things in mind: brevity, a clear exposition of the Advanced Placement Program in French, and a faithful record of the major points, remarks, compliments, criticisms, and resolutions of those attending the Conference.

In editing the minutes, the Chairman has followed a procedure which may seem odd at first. In general, whenever any statement was made by a person having an official position in the APP, that person's name has been given. On the other hand, other statements have not been so identified, for two reasons. The Chairman believes that the delegates have the right to anonymity. Then, despite a request that delegates identify themselves, many did not do so. The minutes are, therefore, necessarily incomplete. Since we cannot indentify the source of all remarks by the delegates, it is perhaps better to identify none.

Taking into account human frailty, the Chairman has attempted to give "the sense" of the meeting. The majority of the delegates at the Conference had not attended any previous conference and were relatively unfamiliar with the APP. A few represented schools and colleges which have participated in APP for several years. The Chairman has taken the liberty of eliminating or minimizing comments which appear to be due to unfamiliarity with APP.

The Conference delegates must, in some cases at least, guard against adopting the attitude that the Conference is some sort of legislative body. The Conference is not even an entirely satisfactory representative body, since attendance depends on many cariable and haphazard factors. The Conference consists of a few old "customers" and many potential "customers" which the Examiners must ultimately please, in the majority, if the APP in French is to succeed. All remarks of delegates are taken very seriously by the Examiners, but resolutions made by the delegates are not binding upon them.

Those attending will recall that we were not able to departmentalize our remarks as neatly as the program promised. For the sake of convenience, remarks made later in the Conference but bearing on an earlier topic have been summarized under that topic. Comments made Sunday morning may appear as though they had been made Thursday morning.

Those attending the Conference who had an official connection with the Advanced Placement Program are:

Mrs. Rose Scheider, of the ETS staff, who has been directly concerned with the French examination ever since CEEB and ETS have sponsored it.

Mrs. Helen P. Bailey, an Examiner in 1958 and in previous years.

Mr. Raymond Ethier, a Reader in 1958 and previously; an Examiner in 1959.

Mr. Edward Harvey, a Reader in 1958 and in previous years; an Examiner in 1958 and previously, and for 1959; Chairman of the Exeter AP Conference in French, 1958.

Mr. Joseph Stookins, an Examiner in 1958 and previously, and for 1959.

Mr. Clarence Turner, a Reader in 1958 and in previous years; an Examiner ex-officio in 1958 and previously, and for 1959; a part-time member of the ETS staff.

Examiners make up the examinations; Readers grade it. Whenever possible, members serve on both committees.

EXAMINERS, 1957-58

Theodore Andersson, Chairman
Helen P. Bailey
Esther Eaton
Clarence Turner, Ex-officio
Joseph Stookins
Edward Harvey

EXAMINERS, 1958-59

Theodore Andersson, Chairman
Raymond Ethier
Georges May
Joseph Stookins
Clarence Turner
Edward Harvey

READERS, 1958

Dorothy Dennis
Blanche Price
Jean Louis Darbelnet
Raymond Ethier
Robert J. Niess
Clarence Turner
Edward Harvey, Chief Reader

THE ADVANCED PLACEMENT SYLLABUS

FIRST SESSION

CLARENCE TURNER
CHAIRMAN

In all discussions centering on final grades assigned to examinations, it is necessary to understand the following:

The grade 5 is given to papers which demonstrate unusual or superior competence. It corresponds to the traditional "A". It is a high honors grade.

The grade 4 is given to papers which demonstrate competence. It corresponds to "B". It is an honors grade.

The grade 3 is given to papers which suggest competence. It corresponds to "C". It is a satisfactory grade.

The grade 2 is given to papers which suggest incompetence. It corresponds to "D". It is a passing, but unsatisfactory grade.

The grade 1 is given to papers which demonstrate incompetence. It corresponds to "F" or whatever symbol one wishes to use for "Failure" or "Not Passing."

Portions of the following tabulations were read and it seems advisable to include the whole of it.

(The 5, 4, 3, 2 and 1 at the top of each column of figures have the meaning ascribed above, that is, the first column is of high honor grades, the second of honor grades, etc.)

FRENCH

ADVANCED PLACEMENT REPORT 1957 EXAMINATION

COLLEGE ACTION

| | 5 | 4 | 3 | 2 | 1 | Total |
|---|---|---|---|---|---|---|
| Credit and Placement | 7 | 23 | 12 | 1 | 1 | 44 |
| Placement Only | 3 | 28 | 23 | 4 | 1 | 59 |
| Credit Only | 2 | 4 | 7 | | | 13 |
| Neither Credit nor Placement | 17 | 38 | 39 | 12 | | 106 |
| Not Reported | 1 | 2 | 3 | 1 | | 7 |
| TOTAL | 30 | 95 | 84 | 18 | 2 | 229 |

REASONS FOR COLLEGE ACTION

Number of students receiving Advanced Placement only 68

No credit because:

| | |
|---|---|
| Contrary to college policy | 53 |
| Exam grade too low | 7 |
| School courses grade too low | 2 |
| Examination inadequate | 1 |
| Other | 5 |

Number of students receiving credit only 13

No placement because:

| | |
|---|---|
| Student not continuing in subject | 13 |

Number of students receiving neither credit nor placement 137

Credit and placement not given because:

| | |
|---|---|
| Contrary to college policy | 8 |
| Exam grade too low | 23 |
| Student did not ask for credit or placement | 24 |
| College course not a duplicate of school course | 14 |
| School did not recommend | 2 |
| Achievement Test score too low | 4 |
| Exam inadequate | 52 |
| Other | 10 |

Unfortunately, the Acorn Booklet, which includes the French syllabus, was not available in the quantity which had been expected. Apparently several boxes of booklets were "lost" by the shipping agency. The delegates, therefore, had the syllabus in hand at this opening session, but could not keep it for the other sessions. Inasmuch as the new proposal of the Examiners regarding what is crudely called "coverage" of literature was discussed at all the subsequent sessions, the lack of the booklet imposed difficulties on all concerned.

It was announced that all delegates would later receive a booklet by mail.

The French syllabus was revised in the fall of 1957 by the Examiners' Committee, Theodore Andersson, Chairman. The draft was written by Clarence Turner.

Mr. Turner explained the Committee's reasons for making changes in the syllabus and the proposed examination, calling attention to the material at the top of page 60, particularly the second paragraph, the sample test question numbered 12 on page 65, and the "Consultation Text List" on pages 67 and 68.

Since the syllabus itself calls attention, in a foot-note, to the report of the 1957 Northeast Conference Committee on Materials and Methods for Teaching Literature in Secondary Schools in Preparation for Admission to College with Advanced Standing, a report having no official connection with the CEEB Advanced Placement Program, Mr. Harvey unwittingly over-stressed the influence of the Northeast report and of one renowned eastern university on the decision of the Examiners to change the syllabus and the exam. Mrs. Scheider and Mr. Turner correctly emphasized that the decision rested much more on the statistics presented above. These show that 52 candidates among 229 in 1957 received neither credit nor advanced placement because the six colleges involved regarded the French examinations as inadequate for their purposes. This clearly required a re-examination of the Committee's objectives. It decided that "about one hour (of the examination) will be devoted to sampling the student's familiarity with the works he has read and his awareness of their place in the development of main currents. The proper use of options in this portion of the examination allowes for diversity in the student's reading background, yet adheres to desirable standards of scope and quality."

Unfortunately, the amount of options indicated in the sample question (No. 12, P. 65) was incorrect, the Committee having intended to indicate that the candidate could answer 12 of 20 identification items. There was intended even greater option, since some of the 20 items would include internal choices.

The discussion was further complicated by misunderstandings regarding the intention of the "Consultation Text List."

The list in the Acorn Booklet does not distinguish between works essential to an adequate background in French literature and works deemed of lesser importance. It is, however, described as "a list intended to suggest the core of a program of French reading extending over at least two years." (These two years are understood to be the third and fourth year of a school program.) It was pointed out that the list of the Northeast Conference report and the list in "Advanced Placement and Sophomore Standing at Harvard and Radcliffe" make a distinction and star works essential to an adequate background....

Many favored shortening the list to the 17th, 18th and 19th centuries, with items starred. Since, however, many teachers like to read 20th century works, the Examiners are not likely to narrow down the list that drastically.. Speaking only as an individual Examiner, Mr. Harvey said he would "lobby" for the principle that there should be starred items in the 17th, 18th and 19th centuries. Even without these, he felt that the list was by no means as formidable as some thought. All the Examiners present believed that if the question on the examination provided enough options, the problem of "coverage" could be worked out.

Nevertheless, there were many protests against the idea of "coverage" and the list as it stood. To those who regard the list as "impossible," the Examiners could only say, "Do the best you can." It was suggested that the syllabus present a very clearly defined body of material with options. Otherwise, much superficial work would be done. The Examiners had wanted to avoid the extremes of vague elasticity and the check-list approach. They wanted to leave reasonable latitude to the teachers. To this, it was objected that the middle road is often dangerous, and again definite directions were requested.

There were objections to the type of testing shown in part 12, p. 65. The candidate being asked to write on twelve items in 60 minutes, it was objected that one could hardly expect profound answers. To this, Mr. Turner responded that the test allots a whole hour to a single text in another section of the examination. He and his colleagues felt that the kind of information sought in the part 12 sample was feasible in five minutes per item.

It was quickly determined that of those present at the Toledo Conference only a few had been present at the Exeter Conference in 1957. While it may have to be admitted that the Examiners did not apparently understand the wishes of the Exeter delegates in every detail, they were asked to deal with "coverage" of literature and there was a unanimous vote that the reading list proposed in the Northeast Conference report be included in the Acorn Booklet. It could be put that the Examiners understood the wishes of the Exeter delegates in every detail, but had to exercise their responsibility to follow only those suggestions which their judgment deemed appropriate. In any case, the point is that the Examiners prepared a syllabus which they thought would answer very strong pressures exerted in 1957, only to find that very strong counter-pressures arose in 1958 at Toledo.

It was asked whether the new syllabus would "satisfy" the colleges which had not been granting advanced placement or credit. Mr. Turner said this could only be answered in terms of probabilities. The Examiners had wanted to meet certain colleges in their demands for a different type of examination, but he emphasized that the changes had not been made because of a few institutions. Many secondary schools and many Examiners felt that the changes were necessary.

Mr. Turner could not say what the proportion of public schools versus private preparatory schools engaged in the APP was, but suspected the great majority of candidates so far had come from private schools. (The Chair wishes to interpolate here that the public schools participating have often had private school standards. The Advanced Placement Program cannot accept low standards simply because they exist in many places. Those schools wishing to benefit from participation in the APP must meet its standards.)

While some secondary school teachers liked having a reading list as a guide for both the candidates and the teachers, as well as an encouragement for the study of literature in the secondary schools, others were concerned over what seemed to be an over-emphasis on literature. They felt that language preparation, in which, by common consent, they excelled, was being slighted. Mr. Turner answered that two scores will continue to be given, one for language and one for literature. Certain colleges will grant advanced placement to candidates satisfying requirements in either.

It was abundantly clear that sample question 12 was the source of much misunderstanding. Mr. Turner assured the Conference that much thought and discretion had gone into the decision to test "coverage" and that the Examiners would continue to work with careful deliberation. Sample 12 is just what it is called, a "sample." The Examiners are not committed to testing "coverage" in that way. Indeed reactions to the sample may well encourage them to construct a different type of question. It should be pointed out, however, that sample 12 was borrowed from an advanced placement examination given at one institution to determine whether students had anticipated precisely the type of course the APP French exam is designed, in part, to anticipate.

Mr. Harvey pointed out that the new examination is two-thirds literary and one-third linguistic. He wondered whether this represented an imbalance. Mr. Turner pointed out that one hour of the so-called literary section required the student to write in French, so that there was not really any imbalance. He also called attention to the fallacy of treating language and literature as though they could really be separated.

Regarding the reading list, Mr. Stookins said there was always a risk that any examination will lead to cramming, yet a reading list is necessary despite the dangers. He said, and all the Examiners would agree, that there are risks involved in any compromise made to satisfy the schools and colleges.

To those who were concerned about the stress on literature, Mr. Harvey said that the main purpose of the APP is to have college-level courses taught in the secondary schools. Since the college-level courses in French most frequently regarded as the one the candidate wishes to anticipate is a course in French literature, those wishing to anticipate it must perforce study literature. This should not be regarded in any way as encouragement or advice to abondon the excellent work already being done in teaching linguistic skills. Indeed, the sooner colleges can cut down on the amount of elementary language skills they now are forced to teach, the better they will like it.

A delegate asked whether there could not be more "coverage" in a question like part B-III of the 1958 examination. He realized that depth was important, but suggested framing a question which would call for greater coverage. Such a question might, for instance, require a discussion of the author's intention for a number of works. Mr. Harvey explained that the reason the Examiners had asked the students to write on one work only this year in B-III was that in the past so many candidates had hurt their grade by merely listing names and works.

Mr. Turner asked that the delegates be invited to send suggestions on ways to test "coverage" to the Examiners. They were so invited and the suggestions should be sent to:

Professor Theodore Andersson
Department of Romance Languages
Batts Hall
University of Texas
Austin, Texas

Anyone writing to Mr. Andersson, Chairman of the Examiners, is asked to mention that the suggestion arose from the discussion at Toledo and particularly with reference to sample 12 in the Acorn Booklet.

It was difficult to convince the delegates that the reading list and a question such as sample 12 ought not to result in cramming, the use of certain manuals, and other illiberal methods. To this, it can only be said that the APP is concerned with superior teachers, as well as superior students, that few teachers who are really interested in their work would treat preparation in this way. Doubts lingered, nevertheless.

It was objected that the examination appeared to be more and more cut to fit the pattern of relatively few institutions. Mrs. Scheider called attention to the tabulation which she had provided and which has appeared earlier in this report. There were six colleges which considered the present examination inadequate. These colleges, except for one which was unavoidably known, had to remain anonymous, but the Conference was assured that they were institutions which a large number of APP candidates attend.

It was the consensus that Harvard deserved credit for making its position public even though this had led many, even the Chief Reader until June 1958, to believe that Harvard was the only college to object to the present examination.

Throughout the Conference, the delegates continued to show interest in the changes in the new syllabus. The extent of "coverage" envisaged was clearly of much concern to many. The delegates no longer having the Acorn Booklet to look at, it was explained the examination will test for one hour the candidate's language profile by a variety of methods, no one of which will necessarily be used every year; it will devote one hour to "coverage" and another hour to the "student's ability to come closely to grips with the form and content of a work of literary art." The hour devoted to "coverage" would present a generous number of options and sample 12 must not be regarded as the only way to test "coverage." Mrs. Scheider said that the mistake in the wording of the options in sample 12 could be corrected in a news letter.

To the suggestion that the 1959 examination might be too soon to introduce a "coverage"hour, it was said that the Examiners felt they must move in this direction. To do nothing in 1959 might mean giving up "coverage" after we had carefully and deliberately decided it was needed. However, the number of options in 1959 could be double those to be given eventually. This should make adjustments in the secondary school handling of literature feasible.

The "coverage" hour was planned as a replacement for part B-III of the present examination. It would not call for mere identification, but would ask for an understanding of the full import of a character or line or situation in a given number of works. A delegate objected that in decades past literature had been taught from the point of view of literary history, that today this outmoded approach had been widely abandoned, yet the syllabus has created the impression that APP sponsors a return to "historicism." The model used, sample 12, he regarded as the lowest form of testing literary material, that is, identification questions. As a member of the Northeast Conference, he said that while that group had been given as being the motive force behind "coverage" and sample 12 (here Mr. Harvey pleads guilty), the report mentioned at the bottom of page 67 of the Acorn syllabus was that of an isolated committee of the Northeast Conference. Furthermore, this committee had asked that certain salient items be starred, had not asked merely for a long list. It was noted that the room was filled with teachers who wanted guidance in what to teach in literature. The delegate asked whether something could not be done in a newsletter to provide such guidance to the secondary school teachers. (It may be interpolated here that the problem of what works to teach and how to teach them may be much more serious for the secondary school teachers in some institutions than many of the college teachers in APP had realized.)

Mr. Harvey said the Examiners were not advocates of "historicism" and had not planned to bring forth what some apparently regard as a monster.

They had been urged to explore the testing of breadth of reading, without forgetting the importance of the critical approach. They were, however, all advocates of the explication de texte, which does involve some knowledge of chronology and historical data.

An objection to the model question (sample 12) was again made: five minutes on each item cannot be enough to test in depth. Mrs. Bailey asked whether the objection was not to the long list without starred items. She asked for a show of hands indicating how many colleges at the Conference offer a course which corresponds roughly to the list in the syllabus. Four hands were raised.

Another delegate felt that the list created undue alarm, that it was perfectly feasible if approached realistically. (With this the Chairman is in perfect agreement, but he still sympathizes with the teachers who would like a definition of how to approach the list "realistically.")

Mr. Stookins re-iterated that the list resulted from last year's conference at Exeter. He felt that the more rigid we became in our requirements, the more we would encourage cramming. He said, and his colleagues joined him fervently in silence, that there is no examination which will satisfy everybody.

Mr. Harvey said that through some misunderstanding the Examiners had thought they were responding to the desires of the Exeter Conference only to find now that apparently they had not. In addition, they were aware of great resistance to their new proposal at Toledo. He was informed that the Conference was not asking for removal of the "Consultation Text List," but were asking for starring. Mr. Harvey granted that the list must somehow be made to appear less formidable, but added that the starring could not be limited to the 17th, 18th and 19th centuries as he had suggested earlier.

A delegate from an institution which publishes a list with starred items said it was unfortunate that the APP list did not star certain works.

Another delegate asked whether if a question such as sample 12 replaces B-III of the 1958 examination, we may not still get unsatisfactory answers. Will not the candidates be led to doing just what we have found objectionable: plot telling, etc.? Mr. Harvey promised serious consideration of all suggestions, whether recorded here or not, when the Examiners plan the next examination. A delegate asked for something more formal and impressive than a newsletter to explain just what was wanted in the way of "coverage," and suggested a booklet.

Although the Acorn syllabus was not at hand then, the Conference goes on record almost unanimously as in favor of starring a core of works in the reading list.

A vote was taken to determine how many favored the attempt to test "coverage." There were 14 in favor and 2 against. Undoubtedly many abstained from voting for a number of good reasons.

Mrs. Bailey pointed out that, reduced to the simplest terms, our present examination tests the candidate's potential for the study of literature. The new test will also test acquired knowledge of literature.

## PREPARATION AND CONTENT OF THE EXAMINATION

### SECOND SESSION

JOSEPH STOOKINS
CHAIRMAN

The 1958 examination in French was in three unequal parts: Section I, a listening comprehension test, and Section II, a reading comprehension test with multiple choice answers, were incorporated into one booklet. Section III, including a composition in French (Part A), a composition in French on a prescribed literary topic (Part B), an analysis in English of a French poem (Part C), and a translation of underlined passages in an excerpt of French prose to be translated into English (Part D) made up the other booklet.

The Conference heard the tape for the listening comprehension test, but did not have the answer booklet to examine.

Some teachers who had administered the test felt that too much time had been allowed the student after each question in the listening test, that the students seemed to lose interest and to doodle. Some Examiners agreed that perhaps too much time was allowed. A delegate wondered why a passage on geography (L'Ile de la Reunion)was used. He would have preferred a literary passage. Mrs. Bailey answered that the committee had in the past been interested in "culture" or "civilization" items. Mr. Turner noted that this was the only part of the examination involving such an item and that many teachers were devoting a good deal of time to "civilization."

There were comments to the effect that the portion of the listening comprehension test dealing with Reunion Island was good, comprehensible, and on material with cognate vocabulary. A delegate said the test was of aural comprehension, not of civilization. Another said that his students had not expected questions as easy as those asked and had finished eight minutes early. (The listening comprehension test takes 30 minutes.) Mr. Harvey said that item analysis showed that the last 10 questions, which the Examiners had expected would make the test harder, had been answered as

easily as the earlier "warm-up" questions. A delegate said the results probably showed that the secondary schools are doing a fine job in oral-aural work. Another thought the test was mainly of memory. Another doubted that the questions actually tested comprehension, the multiple choices being a great help to the student in guessing at the answer. He felt a True-False device might have been better. Another suggested the questions be made more difficult and be speeded up.

A delegate called attention to a listening comprehension examination given the State Department. It consisted of 100 separate items and seemed to him to be a good exam. Mr. Turner said that memory, as well as comprehension, was involved, that the Reunion Island lecture corresponded to a real class-room situation and as such was very good. A delegate thought it would be helpful to colleges to see how candidates performed on such a lecture, since it was so similar to what the candidate would encounter in college. There was general approval of the listening comprehension test.

Section II, Reading Comprehension. Mr. Turner explained that last year a similar section dealt mainly with details, but did not allow for enough comprehension of the whole. This year's was planned to emphasize total comprehension, plus details of grammar and vocabulary.

The Conference went on record unanimously that it was an imposition on the part of ETS to expect us to evaluate something (Sections I and II) without allowing us to see all of it.

All delegates received a copy of the booklet on Section III.

Part A. A composition in French in which the candidate tells how he became interested in the French language. Mr. Stookins explained the history of this part, which seeks to test the student's ability to organize ideas and express them in good French.

Previous exams had been based on line drawings suggesting a theme to the candidate or on a picture. For several years, the Examiners had tried to get the candidates to use the past tenses and were not happy with the results in general. Next year, the Examiners may follow a suggestion of the Readers (those who correct the exams as opposed to those who make them up) that the candidates be asked to do a number of precise things. (This suggestion appears later in the Chief Reader's Report.) Mr. Harvey wondered whether the directions this year could be interpreted as requiring the use of the past tenses. They suggested their use, being in the past themselves, but many candidates cleverly avoided past tenses. Some delegates did not like this part and said their candidates had not liked it. One delegate said the candidates were misled by the syllabus into expecting line drawings or a picture and were caught off-guard by Part A. They studied French because somebody told them to and it was hard to stretch that into 200 words. Mr. Turner pointed out that the new syllabus does not limit the composition except to say that it will be in informal style. Mr. Harvey said he had not realized that the method used this year would surprise students

or handicap them. Some delegates considered Part A "legitimate" as it stood, but would have preferred to have it come in another place on the whole examination.

A dictionary was not allowed for Sections I and II, but was allowed for Section III. The experience of readers is that this is not "giving" the student much of an advantage. Students are very ingenious in misusing the dictionary. Some delegates did not regard Part A as an imaginative topic. Another said it tests the possibilities of future Philadelphia lawyers, that a premium was placed on what the candidate could dream up attractively. Mr. Stookins emphasized the wording "how you became interested in French," which is not quite the same as why you studied French.

Mr. Harvey said that all Advanced Placement examinations placed a premium on imagination.

Part B. A composition in French on a specific literary topic allowing the candidate to apply it to a work he or she had read.

It was felt that this part left great leeway, yet gave room for choice and organization. It suggests a choice: la tragedie classique or le roman moderne. One delegate considered this the high point of the exam. Another objected to the Curtius passage on the grounds that the reference to German literature and to metaphysics was misleading. It was pointed out that the candidate was not asked to write on German literature and its penchant for metaphysics, that the APP was for students who could differentiate between the applicable and the extraneous. Mr. Ethier favored greater clarity in the directions for Part B. Mr. Stookins dissented. Mr. Harvey said the candidate's job was to choose and organize. A delegate said his students found 40 minutes too short. (These same students had been obliged to remain idle for 8 minutes during the listening comprehension test.) Discussion reverted to the word "metaphysique." Some felt APP candidates should know such words. Mr. Harvey added that it was the intention of the Program to encourage secondary school teachers and students to handle such terms. In any case, the word would be regarded as normal in a college course equivalent to the one for which the syllabus is designed.

There was discussion of the difference between adhering strictly to the question, "psychology," and a superior answer on, for instance, a sociological interpretation. The delegates seemed in the majority to favor a generous interpretation.

Part C. An essay in English on a poem, followed by four specific questions.

Objection was made to the writing of criticism and explication de texte in English, for here was an opportunity to reason in French. Mr. Harvey said experience has shown that students have enough difficulty reasoning in English, let alone in French. Mr. Turner reminded the delegates that the candidates had already written two parts in French and that those not trained in this type of work in French would be handicapped. The delegate said it was not a question of handicap, but of advanced level

training. Mr. Harvey said that there was perhaps an assumption that French is the only thing in the lives of the candidates, that we may regard them as "belonging to us." The fact that we resent it if they do not continue with French after receiving credit proves that to him, as does the fact that many institutions do not grant credit for the APE unless the candidate continues with the subject in question. Since it is the practice in colleges and universities to offer literature to many non-majors, it would seem reasonable to regard some of the APE candidatesas non-majors. The delegate said the purpose in secondary schools is to teach the whole language completely. Besides this goal of fluency in oral French, the schools should strive to teach literature and literary criticism in French.

Another delegate asked: "What can you do in 40 minutes?" He suggested omitting Part A and allowing time for thought before the candidates were allowed to write on Part B.

Mr. Turner said that the discussion, some of which is reported under "Results of the Reading Sessions," pointed up the reasons for the new type of question suggested in the Acorn Booklet. It will avoid a plot summary, will be less vague and not so vast, will call for shorter and more precise answers.

When asked what works the candidates were expected to treat, Mr. Harvey read the long list of titles actually treated in the recent examination. Because this report is already too long, it is not possible to include the list. If delegates or others will write to Mr. Harvey, Kenyon College, Gambier, Ohio, he will gladly send them the list. Most of the titles were of the same nature as the titles in the "Consultation Text List" of the Acorn syllabus.

Returning to the idea that Part C should be done in French, another delegate said that here was the place where the Examiners were trying to isolate literary skill and that this important objective is best achieved by allowing the candidates the greater fluency of their mother tongue. Mr. Harvey agreed emphatically. Mr. Stookins sympathized with the point of view calling for French on Part C, but said that the present examination, which violated his own earlier views, had turned out to be a compromise and that he had had to adjust to it. Mr. Harvey pointed out something on which he has harped since the very start of APP: the French examination has "built-in" difficulties because our profession has such bitterly held opposing views on what its functions are. Mrs. Bailey called attention to the fact that the candidates had answered the four questions <u>after</u> writing their essay whereas the intention had been to have them answer <u>before</u> writing the essay. The only answer to this is that somewhere along the line there was a slight failure in "communication."

Mr. Harvey said the questions were intended to tie down the candidates to certain specific matters and to prevent them from using nothing but experience gained in English literature classes. This Part requires

a modest beginning in explication de texte. He recommended that Part C have even more specific questions. A delegate asked whether these questions might not be more helpful in entering into the content of the poem, feeling that the ones in this exam did not do so sufficiently. Mr. Harvey said the four questions were such that they could have been anticipated in a general way in an APP class. He believed a student could not analyze the poem without understanding the four questions. A delegate asked that the candidates have a chance to show "what they know." He felt they could know what an Alexandrine line was without knowing that "harmonieux" must have four syllables in line 14. Mrs. Bailey said the question was intended to call attention to the number of syllables in the lines and to point up the idea that the candidate should deal with versification. A student should be penalized if he has spoken of Alexandrine verse, but counts only three syllables in "harmonieux."

Part D. A translation of underlined expressions in a passage of French prose.

Dictionaries were allowed for Part D and for all parts of Booklet III. They were not allowed for Sections I and II.

The Examiners are fully aware that "translation" is a very controversial subject. A footnote on p. 60 of the syllabus gives their point of view. "It is recognized that translation to English may be a useful testing device, especially in the first two years of language study." It would be very naive of the Examiners to think, however, that this has settled the matter once and for all. Objections to translation continue and will continue. This is one of the "built-in" conflicts mentioned earlier.

Mr. Stookins said that in general secondary school teachers were against any translation, whereas most college teachers were for it. Therefore this part of the examination was a compromise. He added that he had become convinced over the years that translation is a worthwhile exercise. Mr. Turner said that he had felt some years ago that ability to translate could be taken for granted. Now he has become a convert because he has seen the great spread in ability among the candidates in this skill. He feels it is a skill which must be measured along with the others. He regards it as an appropriate examining device even though not an appropriate teaching device. Mr. Harvey said Mr. Stookin's generalization might be a bit over-stated as far as the college teachers' attitude is concerned. It might be better to say that most of the college teachers who have had some official connection with APP and the APE in French have favored translation as a testing device.

We cannot escape the fact, however, that if teachers and candidates come to expect a translation on the examination, despite the fact that the new syllabus includes translation only as one device which may be used, they will resort to using translation as a teaching device. Whether we think this is good or bad, a skill is acquired by practising said skill.

One delegate said that oral-aural work is excellent as a preparation for college-level work where translation and stylistics are necessary. (If that is the case, why the wide-spread objection to translation? The Chairman knows of teachers who are "boycotting" the exam because it includes a translation and "too much English.") Another delegate stressed the great practical value of being able to translate, for example, in governmental work. A delegate said that the oral-aural approach was not accepted in public schools and the inclusion of a translation practically forces secondary school teachers to train students for this. Another asked whether it might not be possible to allow candidates to treat the passage by the explication de texte method.

To the question: "Is there a high correlation between a good performance on the translation and a good performance on the parts dealing with other linguistic skills?" Mrs. Scheider answered that high correlation would indicate the same thing was being tested twice. If the translation did not test a specific skill not tested by other parts, it could be dropped. Since one hour is allotted to specific language skills, the time must be used wisely. She mentioned that some colleges do not grant credit for the linguistic part of the examination.

A delegate said he was impressed by the testing qualities of Part D. He recommended that the Examiners explore the possibility of changing the place of Part D in the examination, Mr. Harvey having said that many candidates had not finished Part D. Mr. Harvey said that Dr. Blanche Price, who had graded Part A this year and last year, favored putting A in D's place. The delegates voted unanimously to recommend that Part D be placed elsewhere in the examination.

## RESULTS OF THE READING SESSION

### THIRD SESSION

EDWARD HARVEY
CHIEF READER, CHAIRMAN

In this part of the Conference report, the appropriate parts of the Readers' report will be incorporated and will be followed by the comments at Toledo.

Section I. "The Readers listened to the tape. There was not enough time to study this item closely, item analysis being the concern of ETS personnel and not ours, but the impression was that including the lecture on Reunion Island had made the item harder. Nevertheless the scores were much higher than on other parts of the exam in Section III."

Because the divisions of the report are arbitrary and almost impossible to follow consistently, some of the reactions to Section I have already been recorded.

One delegate felt that the matter of civilization was irrelevant, that the questions tested aural comprehension only. The discussion would indicate that some doubt as to the validity of the listening comprehension test as now given lingers among us.

Section II. Reading Comprehension tested by miltiple choice answers.

"All the Readers agreed that the passage was very good, but wondered whether the multiple choice device made things too easy. The proportion of candidates receiving a grade of 3, "suggests competency," was very high."

Since the answer booklet was not available, there was little sense in discussing Section II at the Conference.

Section III. Part A. A composition in French on a non-literary topic.

"This section is the hardest on which to get common agreement as to what constitutes a heinous error. Often this question was well answered as to the quality of the French used: it was clear, correct, at times even interesting. The form of the compositions was acceptable, although not usually superior. Most were merely a chronological presentation of the student's career in French.

A paper with a preponderance of clear simple French, no great number of errors in the use of tenses or irregular verbs, correct but not necessarily precise choice of vocabulary was given a 3. A paper in clear, correct French, somewhat substantial and precise as to vocabulary received a 4, "demonstrates competence." A paper with fluent, clear, idiomatic 'French' French with minor mistakes in spelling received a 5, "demonstrates superior competance." A paper in the 2 category indicates that there was some correct French, but a preponderance of incorrect, poor French. A paper in the 1 category indicates no grasp of French. The Reader feels that Section III-A is least indicative of ability to use good French. The student can "play safe" or use canned material. He is not held to specific directions. If III-A cannot be eliminated, the Reader would put it at the end of the exam. Other Readers agree. They suggest a more specific topic. They want guidance within the directions. Readers who helped on this part found that while some papers had few or no mistakes, the French was "very thin." This left a poor impression but one was forced to give such papers a good grade. The Readers suggest the candidates be asked to demonstrate the difference between descriptive and narrative tenses, prior past action and simple past action, to show agreements, to use subordinate clauses which involve the subjunctive. One Reader said the papers she read sounded like those of beginners. The Reader who read the great majority of the papers for Part A said many did not indicate they could handle advanced work.

The delegates had before them a sample paper which had received the highest grade possible. It was obvious that the candidate had had bi-lingual opportunities and training in a French school. This worried some, but it was pointed out that the APE simply cannot concern itself with "how" candidates have achieved their skills. Some delegates would not have graded that paper as highly as it was, because there were some errors in it.

A poorer paper was read and the difficulties of arriving at common evaluation standards were mentioned. Mr. Stookins was very dismayed by the poor quality of the third paper read, it had received the bottom grade, and asked whether there were many papers of that quality this year. If there were, he wondered what could be going on in what is called "preparation." Mr. Turner said he had read about 40 papers and had found 12 or 15 of the sort that dismayed Mr. Stookins. Mr. Harvey explained that probably many unprepared candidates were taking the exam as a lark, They had paid for another and took this one gratis or their teachers thought it was good experience for them to take the test even unprepared. The new changes in fee policy will discourage this, but we must recognize that writing is the hardest of the four skills we say we teach and that many schools simply do not prepare their candidates well in writing. Somebody asked why we waste time on papers so obviously bad. Mr. Harvey said that as more and more exams are taken, some way to simplify and speed up the grading will have to be found. He would add here that to determine what is fair and what is superior, it is necessary to spend time on what is bad. Another thorny aspect of the APP in French was brought up. Writing comes last among the four objectives, yet it is of prime importance for success in this examination. Does this mean we should change our approach?

Was there any disposition to offer a selection in English which could be translated into French? A delegate favored this type of question, as did Mr. Harvey, but the latter explained that the APP had a practical problem of losing customers because of the taboo on translation and any use of English. The delegate said that learning a foreign language illuminates one's own native language. This whole aspect has been cast aside by teachers and thoughtlessly, he believed. To pay more attention to it could have a very helpful effect on literacy in English throughout the entire country. The Chairman will curb his urge to reinforce the delegate's plea, but will say that if we grant that literacy in English is low among even our better students, are we not asking a great deal of candidates and teachers if we expect the candidates to reach a high point of literacy in French in four years, rich as they may be? As some distinguished delegates said at one point: "Who is kidding whom?"

Section III. Part B. A composition in French in a specific literary topic allowing the candidate to apply it to a work he or she had read.

"All Readers agree with the following: 'This topic as worded makes the point that German literature leans toward the metaphysical while French literature is more concerned with the psychological. In view

of the fact that in the 20th century French writers such as Malraux, Sartre, and Camus have shown more interest in metaphysics than in psychological analysis as practiced by Racine and Stendhal, to take only two examples, it is more difficult to use a modern book than a classic one for the purpose of illustration, without wandering into considerations that have more to do with man's fate than with his motivation. Nevertheless many candidates have drawn their examples from modern literature. Even when the work chosen is fully relevant, the relevance is not brought out in many papers. With very few exceptions the best that can be expected is a repetition of Curtius's statement with an expression of concurrence followed by a factual summary of the book, ending with the conclusive remark that this does show that French literature is a 'discours continu sur l'homme'. It has not been possible to give more than a 2 for that type of paper. Occasionally, when the account of the book was particularly detailed and accurate, and the French unusually good, the grade was raised to a 3. As the narrative element made room for more interpretation the grades rose to high 3's. The next grade, 4, was used when papers showed the ability to give a fairly perceptive, well-organized analysis in correct and idiomatic French. Not more than two or three papers (out of 400), if any, demonstrated unusual superiority.'"

Both Readers agreed on the above and one added that she regarded III-B as of great value and felt it should be retained. It seemed a valid test for students who followed directions and who made a wise selection of text to be analyzed. She suggested more specific directions and more guidance for the candidates in the future. She gave examples, which will be transmitted to the Examiners. In many cases this year the student's choice of text determined to a large extent the grading of his essay. A number of them wisely selected Andromaque or Madame Bovary, but wrote only a summary of the narrative. Others chose Les Essais de Montaigne, or Candide, or L'Etranger, or even LaChevre de M. Seguin, and had little material for the study of passions.

As Chief Reader, I would like to add that the topic simply turned out to be too hard for the candidates and the college students alike. There should normally be many top papers in a group of 464; there simply were not in this instance. There were almost no papers in the 5 category and few in the 4.

The delegates had before them a sample answer graded a high 4 and a second graded a low 3. One delegate said both papers indicated that answers in English would have been more indicative of the candidate's literary knowledge, that having to write in French hampered them. Another said that our aims and objectives are far above what the student is able to do. Both examples indicated the candidates did not understand the question and the delegate had objected to the wording of the question earlier. Another said that on the contrary the second paper indicated the student was not ready for a college level course. Mr. Harvey then read a very poor paper on Dumas and a paper on Proust which had received

a high 2, "suggests incompetency." Some delegates were impressed by the paper on Proust and felt it should have been graded much higher, even if it did not give precisely what the directions called for.

Although the minutes do not show it, the Chairman's memory is that it was while we were discussing III-B that people asked: "Who is kidding whom?" In any case, the delegates were not very happy with B.

Section III. Part C. An essay in English on a poem, followed by four specific questions.

"Papers demonstrating competence were somewhat less frequent than last year. The best ones were, however, amazingly good. Training in analysis of literary texts would seem to be indispensable to the demonstration of competence in questions of this type. The candidate without experience of method flounders pathetically when left on his own.

Demonstration of superior competence: an organized, well-written essay dealing (without substantial inaccuracies) with the poem's form, structure, and literary background. Sound generalisations concerning content, images, and major poetic effects, Sharpness of detail. Awareness of movement and progression in the unfolding of the text.

Demonstration of competence: most, but not all, of the foregoing qualities.

Suggesting competence: roughly half of the foregoing qualities.

Suggesting incompetence: only a few of the above-listed qualities.

Demonstrating incompetence: practically none of those qualities.

After evaluating the essay, the Readers deducted one point (on a fifteen point scale) for each incorrect answer to the four questions."

Mr. Harvey said there were not many 5's in this part, so that in combination with Part B no 5 scores were achieved for the total literary score.

Mr. Turner expressed regret that the Examiners had decided to deduct only in treating the four questions and had not devised a method of giving bonuses for correct answers. Mrs. Scheider said the results pointed out the undesirability of combining subjective and objective judgments, each limiting the other. Mr. Harvey finds nothing undesirable about that. Last year the great majority of essays were at the 3 level on a similar topic without any specific questions. The trouble is that so many cannot distinguish between summarizing and analyzing. The questions are designed to help them analyze. If they can't answer them, they deserve to lose credit.

Section III, Part D. A translation of underlined expressions in a passage of French prose.

"This is the easiest part on which to work out an 'objective' system of grading, consequently, one could determine in advance that there would be high grades given. After a sufficiently large batch of answers are read, one simply establishes a scale. There were about 45 places a candidate could make a mistake, but it turned out that, excluding omissions, 16 was the highest number of egregious errors made. Very few papers had fewer than 2 errors; none was perfect. This indicates that the item 'tested' all candidates, for the use of a dictionary was permitted. It was not simply a matter of looking up words. The highest grade, a high 5, was given to papers with some errors; a middle 5 was given to papers with 3 errors; a low 5 was given to papers with 5 errors. This is hardly a 'mean' scale. We recognized three levels of error and gave special credit for particularly felicitous translations. We had all grades from the lowest failure to the very top demonstration of superior competence. We felt obliged to dock almost mathematically for omissions.

This made some candidates who did not allow themselves enough time for Part D look much more incompetent than they must in fact be. We are at a loss to know how to insure completion of this part. Wise candidates did it before other parts, although it was placed last on the exam. Because many teachers object to its very existence, we hesitate to put it in a more prominent place. All the Readers agree that a translation from French to English is a good testing device. They all favor inclusion of such a test because it shows a wide-spread range of abilities, it shows whether the candidate knows how to use a dictionary, and it is the only part of the examination which holds the candidate down to a specific thing he must do. When completed, the part indicated that the candidate knew how to use his time properly. The Chief Reader is nonetheless worried that a partly false picture of some candidates emerges from the fact that they tend to slight Part D or do not leave enough time for it.

The Readers were very satisfied with Part D and thought it was more successful than last year's translation."

The reactions of the delegates have already been reported above.

## ADVANCED PLACEMENT COURSES AT THE SECONDARY LEVEL

## FOURTH SESSION

RAYMOND ETHIER
CHAIRMAN

Throughout the Conference it is very evident that teachers new to APP were most anxious to find out just how to organize their AP courses. We hope the delegates were not too disappointed by our inability or unwillingness to become too precise on this matter. The APP cannot tell schools what to do and it cannot guarantee the schools that if they do certain things colleges X, Y, and Z will give their students advanced placement and credit. No group of participants in this voluntary program can bind any other group to a given course of action.

Perhaps the best advice to schools new to the program would be that they study what is done in preparatory and public schools which had rich programs leading to advanced placement long before APP was ever conceived. Exeter, for instance, will gladly send its French 5 syllabus to anyone asking for it. The point is to give students as rich a program in language and literature as possible, then if this leads to sending candidates to the APE, so much the better. The secondary school program should be an end of its own. No good teacher should let himself or herself be hampered by an outside agency.

Another fine syllabus available to teachers is put out by the Garden City High School, Garden City, New York. Miss Esther Eaton, long associated with the APP, teaches there. Perhaps the Director of APP, Mr. Jack Arbolino, 425 West 117th Street, New York 27, N. Y., could give names of schools which have been in the program for several years.

As to the specific name of the college course which the candidates are to anticipate, it can only be said that the examination is intended to provide information about the candidate's linguistic ability and his literary aptitude. Thus the school children are in a sense anticipating two distinct college courses, a third-year level language course and what we vaguely call an introduction to literature.

Some secondary school teachers were primarily concerned with receiving guidance in the teaching of literature. Their plea was, in effect, "You colleges tell us what you want and we will try to give it to you." Unfortunately, there has never been a high degree of uniformity in college procedures. Nobody really is in a position to say what the colleges want, but it was suggested that teachers and candidates write to the college with which they intend to do business and see what is done there.

Mrs. Bailey called attention to the Acorn booklet, in which the Examiners have made an effort to summarize their idea of the courses to be anticipated. One could sense that some delegates then felt the Acorn Booklet must be "the law," and hence be very minute and prescriptive. This the Examiners have always refused to do, although they realize that some teachers will treat the booklet in that way. We hope we will not be accused of double-talk. As Mr. Turner said, colleges will never arrive at unanimity on treatment of freshmen and the secondary schools can only try to do what is possible for them.

Despite the variance in the colleges, the colleges could be asked by the CEEB or ETS for information on what kind of work they are doing so the secondary school teachers can know what to anticipate, including what material is covered, what method is used, whether the course is conducted in French, etc. The Conference voted unanimously to request such action.

The courses of study at Newton High School, Newton, Massachusetts, and that at Brighton High School, Rochester, N. Y., were described. The details will not be repeated here, since any interested person may write for these to the schools themselves. To indicate how schools vary, at Newton they have no compunction about using English in explaining grammar and idioms; at Brighton, the courses are conducted only in French. Newton asks all its students in the AP course to take the AP examination, no matter what their success in class may have been.

Four years of French in high school can be a deceptive phrase. In attendance, there were representatives of six schools in which the four years of French in high school were preceded by French classes in grammar school or junior high and twelve in which four years was four years, period. One delegate said her high school is setting up a program beginning in the 7th grade and leading to an AP course in the 12th grade. This is the kind of program the APP has wanted to encourage.

Midwood High School, Brooklyn, N. Y., has sent many candidates to the AP examination, but the delegate from that school had grave doubts about the present examination and proposed examinations. Mr. Harvey said he believed, without any "scientific" evidence, that APP in French was meeting resistance on the part of teachers. It seemed to him that the number of candidates in French had not grown as much as in other subjects. A delegate said he had a four year program, but did not yet feel ready for the AP examination. He suggested the high schools were probably not set up for the program yet.

A college delegate stated that the changes in the examination should serve to raise standards. Requiring some "coverage" of literature would restore to the secondary schools a function they once had and should have. Mr. Stookins stressed the importance of rapport between the schools and colleges. Not only did the APP wish to stimulate better teaching, it also wanted to recognize superior students and help reward them. Since the

directors of the APP go to great trouble and expense in order to sponsor these meetings, no false modesty will stop the Chairman from reporting that several delegates told him the French Conference was the most stimulating professional meeting they had ever attended.

## COLLEGE EVALUATION OF ADVANCED PLACEMENT CANDIDATES

### FIFTH SESSION

MRS. HELEN P. BAILEY
CHAIRMAN

Members of the Spanish Conference attended our meeting.

Because of the intense interest in the revised syllabus, much of the time was spent discussing it. The comments have been recorded as though they have been made at the first session.

The topic for the fifth session had inevitably been discussed to some extent at other sessions. The topic of the fourth session overlaps it particularly. For all these reasons, this part of the report is shorter than others. This should not be interpreted as a lack of interest in college evaluation, for this is a crucial point in the APP.

The delegates had before them a list prepared at Exeter which reported college policies as to advanced placement and credit as of 1957. Mrs. Bailey asked that representatives of the institutions on the list inform us of any changes. She also asked representatives of institutions which were not on the list to report on their policies. There were, in addition to the institutions on the mimeographed Exeter list, reports from Barnard, The University of Illinois, The University of Michigan, Yale, Miami University, The University of Texas, Ripon, Colorado College, Skidmore, The University of South Carolina, Swarthmore, Rosary College, Emory University, Nazareth College (Louisville). Because the delegates took home the Exeter list, took notes, hope to receive a report of college policies some day from ETS-CEEB, and because this report is already too long, the details are not given here.

Mrs. Bailey asked what the reasons were for the reluctance of colleges to grant credit. The main reason has seemed to be dissatisfaction with the examination, which some colleges feel does not show what work has been covered. A delegate asked if the descriptions of the school course sent to the colleges by the schools were not sufficient. Apparently they are not. If colleges are going to be reluctant to go by the school syllabus report on the green slip, then the examination will have to include "coverage."

There was not sufficient time to compare the performances of college students and candidates on this year's examination. The information is not secret. In the past, the candidates have almost invariably performed at

a higher level than the college students in all subjects, not just French. Whatever may be the reasons for the poorer performance of the college "reference groups," the secondary school teachers have reason to be proud of their students. This year, the college students and the candidates performed at about the same level. The college students were from very good institutions. They included average, above-average, and below-average students. The college students' papers are graded among the candidates' papers and the Readers do not know which are which. The college group is not used to set the standard, but only as a point of reference after all papers have been corrected and the performance of each group has been tabulated. Mrs. Scheider said that experience has shown that AP Readers are stricter than college professors. (Mr. Harvey has been fussing about this for years.)

## IN CONCLUSION

The Chairman believed that teachers were free to use the old APE in French with their students, but said it would not be cricket to study the sample answers with them.

The delegates are very grateful to Mr. Perry and to The University of Toledo for their gracious hospitality.

# REPORT

# GERMAN MEETINGS

Joseph R. Reichard

Oberlin College

Oberlin, Ohio

General Chairman

# REPORT OF THE GERMAN WORKING SESSIONS

The third evaluating conference of the German Advanced Placement Program under the College Board was held concurrently with the French, Latin, and Spanish conferences at The University of Toledo from June 26-29, 1958. Average attendance at the five German working sessions was twenty. The participants came from 11 states and represented 6 secondary schools, 18 colleges and universities, and the Educational Testing Service. The German sessions were chaired by Joseph R. Reichard of Oberlin College.

## FIRST SESSION

After each participant had introduced himself by making a statement concerning his own activities in the German field, a brief outline of the AP Program with specific reference to German was presented. As a result, a number of questions arose:

1. Is there any list of schools and colleges participating in AP?

2. Can one obtain statistics on the extent to which certain schools and colleges are participating?

3. How is information concerning AP disseminated?

Concern was expressed that information about the AP Program might not reach down to the teachers and students, if it were sent to principals and headmasters. However, one preparatory school representative indicated that his headmaster regularly held formal meetings for all students who might be interested before they entered the junior year. It was also pointed out that certain universities had taken it upon themselves to spread information about AP. Thus Northwestern University had held a most worthwhile and informative one-day AP conference last December to which it invited selected teachers and administrators from a wide area; the AP Director had presented a general statement, which was followed by discussion sessions in the several subject fields. General commendation was expressed for this method of promoting AP. After a fairly lively discussion, it was agreed that more information concerning AP now needed to reach a wider public around the country. For German, it was suggested that the national AATG would be an appropriate agency through which to push the AP Program.

Discussion then turned to the Report of the Readers, which represented the freshest possible evidence on the progress and present status of the German AP Program. This report was presented by the Chairman, who had served as Chief Reader. In summarizing the reading process, he stressed

the precautions taken to preserve the anonymity of the examination papers, the use of college "control groups" in establishing appropriate standards, and the distribution of reading assignments so that each reader graded a part of every examination.

The Report of the Readers naturally fell into two parts because of the two-level nature of the German AP Program.

The GERMAN 3 EXAMINATION, which seeks primarily to test the candidate's general language proficiency, consisted for 1958 of the following:

Sec. I, A (90 minutes) Reading comprehension.
Passage a: Literary German. Candidates were asked to answer 10 German questions in English to indicate their comprehension of factual content.
Passage b: Expository German. Candidates were expected to translate accurately into English 25 underlined words or phrases to demonstrate their knowledge of idiomatic and grammatical points.
Passage c: A ballad. Four general questions called for longer comprehensive answers on content: a fifth sought to probe the student's reaction to language and form.

Sec. I, B (50 minutes) Written German.
a. Candidates were asked to develop a telephone conversation based upon a given outline.
b. Candidates were to write in narrative style about some real or fictitious journey.

Sec. II: (40 minutes) The CEEB Listening Comprehension Test.

First of all, the two readers (H. P. Hanson of Williams College and J. R. Reichards of Oberlin College) graded the 89 papers at this level (49 candidates, 40 "college controls".) Papers were scored on a five-point scale as follows: 5, demonstrates unusual competence, 4, demonstrates competence, 3, suggests competence, 2, suggests incompetence, 1, demonstrates incompetence. The readers made every effort to avoid the use of the 2 grade, since a rating of 3 carried with it their recommendation to the colleges, i.e., that the student was capable of continuing in the next higher course at the college level. In the written German question, the basic criterion was: Would the response be recognizable to a German who spoke no English?

When scores for each section had been determined, they were weighed in proportion to the time allowance and fed into a grant total, which was then reduced to the final ratings: 5, high honors, 4, honors, 3, creditable, 2, pass, and 1, fail. At this point, the 40 college controls were examined. The college teachers had divided their students into three broad categories with 19 listed as "above average," 12 as "average" and 9 as "below average." A comparison with the final ratings assigned by

the readers indicated a high correlation with the teachers' judgments, which suggested that the examination had been successful in judging the abilities sought by the college teachers. Final ratings for the German 3 examinations were broken down thus:

| Final Ratings | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 40 college papers | 4 (10%) | 13 (32%) | 12 (30%) | 9 (23%) | 2 (5%) |
| 49 candidate papers | 14 (28%) | 20 (40%) | 7 (14%) | 8 (16%) | 0 |

There appeared to be a number of reasons why the secondary school candidates scored higher than the college students: The college students were a random group spread over all ranges of ability; the candidates were a "select" group. The candidates had trained for the examination while the college students had not. Nevertheless, the achievement of the candidates was gratifying.

The GERMAN 4 EXAMINATION (Introduction to German Literature.) This examination, which seeks to test the student's capacity for literary interpretation and critical analysis of representative works by major German writers, consisted for 1958 of the following:

Sec. I, A (30 minutes) Aural Comprehension. A short German lecture dealing with literary subject matter on which the candidate was asked to take notes in English or German.

Sec. I, B (30 minutes) Written German. The candidate was asked to write in German a character sketch of a figure taken from the works of one of the authors he had read.

Sec. II (2 hours) Literary Interpretation. The candidate was given representative passages by the ten authors prescribed in the syllabus and asked to choose five (other than the one covered in I, B) and discuss in English the extent to which he found this passage representative of the author's work, making specific references to both the selection and to what he had previously read by the author.

In the German 4 examination, there were fewer absolute standards than at the lower level, and greater reliance had to be placed upon the readers' experience. Once again, all examinations (21 candidates, 29 college controls) were graded first. Each reader graded certain questions on every paper. There was frequent consultation across the table when uncertainties arose. The readers agreed that for Sec. I, A a satisfactory response must give clear evidence that the candidate had grasped the main essentials of the lecture. In Sec. I, B the candidate must express himself in terms easily intelligible to a German who knows no English; obviously, the language mastery should be a step above that required of German 3. To score a 3 or better in Section II, the candidate had to give ample evidence that he would find reference to the authors in question meaningful in his future work and he should without question be acceptable for admission to a higher level college course.

Two final ratings were given each German 4 paper, in accordance with the statement in the old Acorn Book, a composition and listening rating (based upon Sec. I, A and the language evidence in I, B) and a literary interpretation rating (based upon the literary evidence in I,B and all of Section II.) Final ratings follow:

| | Composition and Listening Comprehension | | | | |
|---|---|---|---|---|---|
| Final Ratings | 5 | 4 | 3 | 2 | 1 |
| 29 college papers | 1 (3%) | 2 (7%) | 9 (31%) | 14 (49%) | 3 (10%) |
| 21 candidate papers | 2 (9%) | 5 (24%) | 5 (24%) | 8 (38%) | 1 (5%) |

| | Literary Interpretation | | | | |
|---|---|---|---|---|---|
| Final Ratings | 5 | 4 | 3 | 2 | 1 |
| 29 college papers | 4 (14%) | 9 (31%) | 13 (45%) | 2 (7%) | 1 (3%) |
| 21 candidate papers | 3 (14%) | 8 (38%) | 6 (29%) | 3 (14%) | 1 (5%) |

## SECOND SESSION

The second session was devoted to a detailed discussion of the 1958 German 3 examination. In general, this examination was found to meet its objective very well. A number of college people new to AP were particularly complimentary and indicated that the examination involved exactly what they themselves covered at this level. The question was raised whether speaking ability would be tested, to which the German Committee members present replied that adequate testing means were not yet available and for the present, this matter would have to rest with the individual college or university evaluating a candidate's work.

Someone asked about the use of a dictionary on the examination, but feelings were not strong and German Committee members felt the use of a dictionary would hamper the student unnecessarily during the examination. The Committee also explained that it always sought to eliminate or substitute for difficult words. There was some sentiment for the deliberate use of new and difficult vocabulary to challenge candidates to apply their knowledge.

Considerable discussion centered about the possible addition of a connected passage for exact translation. The consensus was the modern foreign language teaching was moving farther and farther away from direct translation from the foreign language. One secondary school representative spoke feelingly of translation as the bane of the school language teacher's existence and called for more modern devices. It was also pointed out

by the use of such questions as I, A,b, the student could be confronted with more difficult syntactical constructions which could even involve unknown vocabulary that would not affect translation of grammatical points. A show of hands resulted as follows: FOR the addition of a passage for complete translation: 2 (secondary; no college), AGAINST: 15 (3 secondary, 12 college), ABSTAINING: 4.

It was suggested that the kind of question testing a candidate's reaction to language and form might better be handled in prose, but the group favored verse. However, it was recommended that this area of testing should be sharply restricted at the German 3 level.

In an effort to uncover new ideas for testing written work, the participants were polled concerning their own individual practices. The tendency in both schools and colleges was to base written work on text material (often literary), with the students being asked to summarize plots or retell anecdotes or episodes. Three instituions associated written work with listening, having students retell what they had heard or develop material which had been played on tapes. Two favored the use of key words in themes on assigned or unassigned topics. One used German newspaper articles as points of departure, another tried to stimulate ingenuity by suggesting situations such as "at the dinner table." In general, when writing was required, it tended to be of a conversational nature. The college representatives admitted that they leaned away from written work in the direction of literary analysis, even at this level, but they recognized the value of written work and supported the retention of this approach.

## THIRD SESSION

This session was opened by a review of the stages through which the German AP Program had developed to its present two-level form. Participants were in agreement that it was desirable to peg courses as closely as possible to actual college levels. In this connection, attention was called to the new course titles: Intermediate German (college level) for the old German 3 and Advanced German (college level): Introduction to German Literature for the old German 4. It is hoped that these new titles will aid secondary schools in setting up goals and assist colleges in interpreting the nature of work accomplished.

The group then turned to a consideration of the German 4 examination for 1958. The short lecture on literary subject matter (I,A) was played on a tape recorder and won immediate favor. It was suggested that perhaps the content could be taken from material less immediately related to that in which candidates had prepared. The timing of the lecture was found excellent, although some felt that the lecturer might well speed up to a "normal pace" toward the end of the lecture in order to further challenge the really superior students. When the question of the substitution of factual questions on the lecture for note-taking arose, there was opposition to a change, although it was recognized that secondary schools could prepare their students for this type of question.

It was argued that note-taking was more natural, while asking questions would put undue pressure on the candidates. Quite a number of participants felt it would be valuable to encourage secondary school students to develop facility in note-taking. The hope was also expressed that the CEEB would make old lectures available to interested teachers.

It was recommended that Section I,B be identified as a separate part of the examination, e.g. Section III. A variety of suggestions were made for new gimmicks to vary the written German question: A poem by a presumably unknown author could be retold in prose. An impersonation of a character taken from one of the works read might be requested. One of the most fruitful suggestions was that a certain area in the lecture (I,A) might be "fenced off," so to speak, or left undeveloped so that the student could work it out in his German essay.

Section II was approved with the one suggestion that the second instruction be divided into its several parts so that each would receive appropriate attention.

Unanimous approval was expressed for the present scope and style of this examination, but the Examining Committee was also encouraged to continue its search for new types of questions.

## FOURTH SESSION

Two matters occupied the German group at this session: the attitudes of the colleges and universities represented toward AP and the actual practices and prospects for AP in the schools represented. A summary of the college attitudes toward AP follows:

Minnesota - Favorable. 2 students have already received credit in German at the upper level. Placement would accompany credit, if desired.

Yale - German Department eager to grant credit and placement. Just what type of "credit" not clear. Dean of Freshmen strongly favors program. One student known to have continued at advanced level. Some problems of integration with local courses.

Hamilton - Advanced Placement has always been granted. Reluctance to grant credit as yet; delayed credit a possibility. Attitude may change. No immediate experience with AP.

Xavier - Favorably inclined. No experience with cases in languages as yet.

Princeton - Inclined toward placement rather than credit. Action depends upon the department. Examination results would be useful in placement at proper level.

Northwestern - Placement at the German 3 level. Credit and placement at the German 4 level. One candidate has been granted composition credit for superior rating in German 4.

Ohio Wesleyan - Placement without question. Delayed credit likely. No experience in German. Enthusiasm in administration but some opposition in individual departments. Possibility that AP students have not always requested recognition of AP work.

Wheaton - No experience. Faculty likely to award credit, at least toward language requirement, perhaps for graduation. Favorable.

Williams - Placement. No language experience on credit. Strongly favorable attitude.

Pennsylvania - Placement likely. Final decision rests, as at Princeton, with department. No information available on credit.

Rosary College - Presumably placement. Would recommend credit and placement. No cases as yet.

Miami (Ohio) - Placement certainly. Credit up to department. Tendency not to award credit but rather to set up special classes for AP students.

Kent State - No experience as yet. Favorably inclined. Examinations would facilitate placement process.

Lake Erie - Favorable. No experience. Have used own placement tests so far.

Oberlin - (see attached statement)

The second half of the session was devoted to consideration of what the secondary schools represented are doing to prepare candidates for AP in German. A brief summary follows:

Hope High School, Providence, R. I. - 6 languages offered - German candidates rare - No great likelihood of work at literary level. Candidates handled individually in addition to heavy load of regular work. Strong administrative support for German lacking.

New Trier Township High School, Winnetka, Illinois - Ability grouping for all languages except German. Reasonable guidance support. Four-year German sequence to begin in fall, 1958. Superior students volunteer to do extra work on their own initiative. AP work carried

over and above teaching load but "a labor of love." Some AP candidates at both levels already. Good prospects for steady flow in future.

St. Paul (Minn.) Academy - Enthusiastic headmaster. AP in almost every department. Each department handles AP in own way. Small classes. Candidates in German read assigned books on own, report, in part in written German, in part by ½ hour weekly interviews. Normally a three-year sequence. Hope for a four-year tradition. Has presented German candidates at both levels.

Phillips Exeter - Five languages offered, some at five levels. No special German courses to meet AP requirements. Students usually encouraged on an individual basis in German. German enrollment not comparably high. "Special" sections are a possible source for AP candidates. School pays half of examination fee to encourage participation. Future development likely to be increasingly favorable to German. A limited number of candidates already presented.

Phillips Academy, Andover, Mass. - A mimeographed list of course descriptions and a reading list for the upper level German AP Program were distributed. Courses are aimed insofar as possible at AP, particularly at the upper level. Has provided many of the lower and most of the upper level candidates during the past two years. German enrollment not large but a steady flow of candidates likely. It was generally agreed that these circumstances were quite exceptional.

## FIFTH SESSION

The final session considered the new German syllabus. Participants had been assigned the "homework" of carefully reading the new Acorn Book statement overnight. At the intermediate level, the question of including "Kulturkunde" was raised but it was thought adequately covered under "non-literary" German; furthermore, it was not favored, since it tended too far toward factual information. It was again urged that the skill in literary interpretation should not occupy too prominent a place at the intermediate level.

Listening Comprehension: There was some feeling that less repetition and an increase in the number of items would give a more adequate picture of a candidate's capacity, e.g., 100 items once rather than 40 twice. Some reservations were expressed concerning the type of question which calls for some sort of completion.

Advanced German: The course description was thought slightly high-flown. Perhaps the degree to which capacities for literary analysis would be required should also be defined. It was pointed out that Lessing had supplanted Brentano in the list of ten authors, although Brentano

would continue to be acceptable for a two-year transitional period. It was also pointed out that the readers will assign only a literary rating in the future.

On the whole, the new Acorn Book statement met with solid approval.

Possibilities of publicizing the German AP Program occupied the remainder of the final session. The need for more wide-spread publicity was emphasized by the fact that not one single new secondary school teacher attended the German meetings (although several who attended other sessions of the Conference requested German materials for themselves or colleagues.) Again it was stressed that means must be devised for getting information past the desk of the headmaster or principal to the teachers and students themselves. It was suggested that the mailing lists of the American Association of School Administrators be used and that assistant superintendents in charge of secondary school work in the larger cities be contacted. Publicity through the national AATG alone was not regarded as adequate. It was recommended that the deadlines for filing applications for examinations should be published. The absence of representatives from the South was noted and a suggestion made that AP information should be brought to the attention of the Kentucky Foreign Language Conference. Once more, as at the first session, the need of a list of secondary schools preparing successful AP candidates was underlined.

Three matters seemed to loom with increasing importance as the German sessions drew to a close: 1) the need for more widespread publicity concerning the AP Program as a whole and German in particular. 2) the desire for information concerning the success of AP candidates to date, and 3) an interest in the methods presently employed by secondary schools in preparing successful candidates. As far as German was concerned, concentrated efforts should be made to encourage a substantial number of secondary school teachers new to AP to attend next year's Foreign Language Conference, since it will be through them in large measure that the German AP Program must grow and expand.

The German Conference closed by voting its thanks to The University of Toledo for generously making its facilities available as host for the entire Conference.

In conclusion, the Chairman wishes to express his personal thanks to the members of the German sessions for their active participation in these discussions. He has here tried to properly represent both individual opinion and the general consensus. Any errors in this report are to be attributed to him alone.

## Participants in the German Sessions

Baumgaertel, Gerhard, University of Pennsylvania
Bohning, Mrs. Elizabeth E., University of Delaware
*Bosetto, Valentine, Phillips Exeter Academy, Exeter, N. H.
Bourgeois, Joseph E., Xavier University, Cincinnati, Ohio
Browning, Robert M., Hamilton College
Goedsche, C. R., Northwestern University
Goodman, Mr. and Mrs. Glenn H., Ohio State University
Graf, Eric F., Lake Erie College
Hahn, Paul T., Ohio Wesleyan University
*Kuehne, Oswald R., Central High School, Philadelphia, Pa.
Kurtz, John W., Oberlin College
Lange, Victor, Princeton University
Little, William A., Williams College
*Lohnes, Walter F. W., Phillips Academy, Andover, Mass.
*McDowell, Philip W., New Trier Township High School, Winnetka, Ill.
Menze, Edwin F., University of Minnesota
*Presel, Rose, Hope High School, Providence, Rhode Island
Rechnitzer, Anne, Wheaton College, Norton, Mass.
Reichard, Joseph R., Oberlin College (Chairman)
Scheider, Mrs. Rose M., Educational Testing Service
Schroeder, Adolf E., Kent State University
Sister Mary Adolph, S.N.D., Sisters of Notre Dame, Toledo, Ohio
Sister Mary Gretchen, O.P., Rosary College, River Forest, Ill.
Sister Mary Madeline, Sisters of Notre Dame, Toledo, Ohio
Sister Mary Madonna, Sisters of Notre Dame, Toledo, Ohio
Steininger, Erich W., Miami University, Oxford, Ohio
*Wilkinson, Paul W., St. Paul Academy, St. Paul, Minn.
Wood, Cecil, Yale University

*Schools represented . . . . . 6
Colleges represented . . . . . 18
ETS . . . . . 1

### Attendance at Working Sessions

| | | |
|---|---|---|
| Friday A.M. ..... 21 | Saturday A.M. ..... 20 | Sunday A.M. ..... 20 |
| Friday P.M. ..... 20 | Saturday P.M. ..... 21 | |

### Distribution by States

| | | | | | |
|---|---|---|---|---|---|
| Ohio | 12 | New Jersey | 2 | New Hampshire | 1 |
| Illinois | 3 | Pennsylvania | 2 | New York | 1 |
| Mass. | 3 | Connecticut | 1 | Rhode Island | 1 |
| Minnesota | 2 | Delaware | 1 | | |

Action involving CEEB Advanced Placement Cases
taken by
Oberlin College

| Year | 1954 | 1955 | 1956 | 1957 | Total |
|---|---|---|---|---|---|
| Number of Candidates | 5 | 11 | 17 | 19 | 52 |
| Total Semester Hours CREDIT Granted | 27 | 29 | 93 | 69 | 218 |

Every subject except physics was represented at least once.

Of the total of 52 AP candidates:

31 were "successful," i.e., received credit and placement (if desired) (14 girls, 17 boys; 21 from public high schools, 10 from private schools. Credit ranged from 3-15 semester hours. 6 received 12 semester hours or more; 1 of these received 15 semester hours. They averaged 7 semester hours credit per successful candidate or better than one full year's course. "Credit" here means full credit toward graduation together with whatever rights and privileges accompany regular credit acquired on campus. As is the practice with transfer credit, no grade is recorded for AP work.)

24 of the 31 "successful" candidates (77%) continued immediately in the same field in which they had received credit and AP.

21 of these 24 received grades of B or better (with a strong tendency toward A-) in the AP suject in the first college semester. In other words, the AP students seem particularly inclined to continue with advanced courses in their AP fields and they are well qualified to do so.

********

| FOREIGN LANGUAGES | Year | Candidates | Credit Granted | - Total |
|---|---|---|---|---|
| | 1954 | 2 - French | 3 sem. hrs. | 6 |
| | 1955 | 1 - French | 3 sem. hrs. | 3 |
| | 1956 | 3 - French | 3 sem. hrs.(2) | 6 |
| | | | 6 sem. hrs.(1) | 6 |
| | | 1 - German | (unacceptable) | |
| | | 2 - Latin | 3 sem. hrs. | 6 |
| | | 1 - Spanish | 6 sem. hrs. | 6 |

FOREIGN LANGUAGES (continued)

| Year | Candidates | Credit Granted | Total |
|---|---|---|---|
| 1957 | 3 - French | 6 sem. hrs.(2) (unacceptable: 1) | 12 |
| | 1 - German | 3 sem. hrs.* | 3 |
| Total | 14 Candidates | | 48 sem. hrs. |
| | 12 Successful | | |

Average: 4 sem. hrs. per successful candidate.

*"General" credit, not directly comparable to any Oberlin German course.

# REPORT

## LATIN MEETINGS

Allan S. Hoey

Hotchkiss School

Lakeville, Conn.

Chairman

Mrs. Dorothy S. Goerlich

Waite High School

Toledo, Ohio

Secretary

## NOTES ON GENERAL SESSION

Mr. Richard R. Perry, chairman of the conference, graciously introduced Asa S. Knowles, President of The University of Toledo, who warmly welcomed all those in attendance. He gave a brief history of this university noting its close affiliation with the community it serves, its large enrollment of 7,000 students and campus of 141 acres and faculty of 300. He offered the conference its services.

Mr. David A. Dudley, Director of the Advanced Placement Program, presented a most comprehensive report of the background of the program. Because its extensive offerings currently show a $150,000 deficit, the 1957-58 Commission voted to increase the income and to reduce the expenses. To do this it suggested replacing the present fee of $10 for all examinations with a $5 registration fee and an $8 fee for each examination taken. It also suggested selling for $1 a set of twelve past examinations covering all subject fields, or eight copies of an examination in any one subject field. The Commission proposed one English examination for 1959 rather than the two currently given. It recommended the test administration be revised and that research be instituted to evaluate the Advanced Placement Program and that follow-up studies of the Advanced Placement Program students proceed. He urged that more of the 20,000 schools which could be served should be encouraged to join the 359 now using the examinations.

He indicated the future concerns: practical problems, budget problems, and philosophical problems. Among the practical problems he listed: Should examinations be limited to high school students or should they also be available to some college transfer students? In the budget problems he presented: Would it be wise to charge a fee of $1 or $2 a copy of the Acorn Syllabus Book? Should the examination be reduced from three to two hours thus incurring fewer service hours for the central reading committee? On the level of philosophical problems he inquired whether the program should strive for more breadth as it reaches into the high schools or continue at its present depth?

He stressed the need for college cooperation to encourage high schools in the Advanced Placement Program. This would mean colleges would award academic credit or scholarships to candidates rating high in the Advanced Placement Examinations. In closing, Mr. Dudley thanked many by naming them, for their services to his committee, and charted a bright future for his successor.

# REPORT OF THE LATIN MEETINGS

ALLAN S. HOEY
CHAIRMAN

The syllabus for the Advanced Placement examination was presented to the conferees. Because of a shortage of printed copies the material was projected for the group. The material was presented in detail and formed the basis for the subsequent discussion. One of the primary purposes of the discussion was to check the requirements of the syllabus by reference to the practical experience of the representative high school teachers who were in attendance.

In order to explore the applicability of the syllabus, each teacher present gave a brief synopsis of his teaching set-up, and estimated the likelihood of his fulfilling the requirements of the syllabus.

The conferees represented both public and private schools. Approximately one fifth of the conferees represented high schools; some large, some small. Approximately one third represented private schools (Catholic and Protestant). Five were teaching at the college level. Most taught Latin 4; a few taught Latin 5.

Mr. Hoey called special attention to the treating of Latin 4 subject matter as literature. The syllabus requires that the majority of the test questions be answered in an essay form that criticizes Latin as literature.

The best methods of preparing students for effective answers of this sort were considered at some length. It was recognized that essay-type questions require considerably more of the teacher's time, both in coaching the student in giving answers in this form and also in criticizing and evaluating such answers; but the gain in appreciation of Latin as literature seemed to justify the time whenever it was available in the teacher's crowded schedule.

Mr. Hoey and other members of the committee responsible for the writing of the syllabus regarded the essay-type work in Latin of sufficient importance to justify some sacrifice of time otherwise devoted exclusively to translation.

Practice in the essay-type writing seemed especially appropriate in connection with the book list which is included in the syllabus. Consideration was given to the possibility of enlisting the cooperation of other departments -- particularly, the English department -- in

instructing students in effective essay writing. In some instances the student might find his reports on Latin literature acceptable also as fulfilling requirements of the English department.

Consideration was given the bright and ambitious high school student who might be seeking Advanced Placement in several -- perhaps four or five subjects. The difficulty of the Latin Syllabus was estimated in connection with the comparable difficulties in other subjects: it was questioned whether the student might not be loaded by the accumulated requirements beyond a reasonable capacity to fulfill them. The answer given was that very few students would be preparing as many as four or five subjects for the Advanced Placement examinations.

The committee prepared statistics of the 1958 Advanced Placement Latin examinations which it showed on charts to the conferees.

Latin 4 187 - perfect score.

| | | | | |
|---|---|---|---|---|
| Group 5 | High Honors | 88 to 85% | 2 students | Raw Score 161-159 |
| Group 4 | Honors | 82 to 79% | 5 students | Raw Score 156-146 |
| Group 3 | Creditable | 75 to 65% | 20 students | Raw Score 139-120 |
| Group 2 | Passing | 64 to 54% | 23 students | Raw Score 119-100 |
| Group 1 | Failing | 52 to 22% | 36 students | Raw Score 98-42 |

Latin 5 360 - perfect score.

| | | | | | |
|---|---|---|---|---|---|
| Group 5 | High Honors | 88 to 85% | 6 | (3 college I)<br>(1 college II) | Raw Score 318-307 |
| Group 4 | Honors | 83 to 75% | 15 | (1 college I)<br>(7 college II) | Raw Score 300-271 |
| Group 3 | Creditable | 74 to 70% | 16 | (2 college I)<br>(2 college II)<br>(1 college III) | Raw Score 269-253 |
| Group 2 | Passing | 69 to 60% | 31 | (1 college I)<br>(2 college II)<br>(5 college III) | Raw Score 251-218 |
| Group 1 | Failing | 59 to 33% | 20 | (1 college III) | Raw Score 211-118 |

College I is college student with above average Latin grade.
College II is college student with average Latin grade.
College III is college student with below average Latin grade.

The attention of the conferees was directed to the fact that certain inequality existed in that college courses usually examine on Latin material, semester by semester, while school examinations, as does this one, cover one year's work. It was apparent that college students probably had less reason to want to do well.

The discussion of the preparation and content of the 1958 examination was most enlightening. In constructing the examination various parts were

assigned to individual committee members. All were asked to bring good essay questions to the meeting.

Presented in its final form Latin 4, Section I was a question based on a passage meant to be familiar to the student. The readers felt that in the light of student answers, the question was successful, though in question I b., the candidate found difficulty in saying anything different from what he had said in I a.

The device of suggesting the length of time candidates allow for each section and part was approved by the conferees and a minimum of changes was recommended. The high school teachers concurred in recommending that the translation of the passage be asked for in Section I before the comment on the passage. All felt the commentary question was the more difficult.

In Section II the majority of the candidates did well on the scansion. Scores on the translation questions in Section III tended to be on the low side. In Section IV the desirability of reducing the choice from four to three questions was raised. It was felt the candidate would consume less time deciding among these and consequently have more time for answering the question.

It was suggested each part be labeled with a heading, such as: the character of Aeneas; the social and political institutions of Vergil's Rome, etc. A few felt the candidate should be perspicacious enough to identify these himself. This year the phrasing was more lengthy to chart the course for the candidates' answers, the committee explained. The conferees agreed that the wide choice of discussion questions of Section IV was generous.

Discussion of the Latin 5 examination followed. The group felt the examination was a well constructed one. It agreed that in Section I it was well to allow a candidate a choice of two out of three: prose, lyric poetry, and comedy, then requiring him to answer all parts of the two fields he chose. In the 1958 examination lyric poetry was the favorite subject while comedy was discussed by the fewest.

Section II most candidates found the more difficult, perhaps because they were less prepared for essay discussion. The conferees agreed that quality of translation in their teaching should outweigh mere coverage, but felt that since the essays were an integral part of the examination, the teacher should provide for practice in essay writing.

In the discussion of the reading sessions the conferees were introduced to some of the problems facing the readers. Among these were the necessity for fixing a standard for marking high enough to be acceptable to a college yet low enough not to discourage schools and candidates.

There were five readers in addition to the Chief Reader, who circulated among them making comparison readings.

The method for marking procedure was explained by the readers. Before any grading began there was an extended planning session for the readers. A few specimen papers both of Latin 4 and Latin 5 had been sent in advance to Mr. Hoey. He read and marked these papers which helped chart the course for discussion of the candidates' answers. When the readers had each marked a specimen group of papers they discussed a criterion for marking the candidates' answers.

The criteria for marking the essays was as follows:

1. Knowledge. This included the general knowledge of the field touched on by the question, as shown by the scope of the essay, the degree of understanding of the issues, and the ability to draw on material.

2. Organization and approach. This included such questions as: How well planned and organized is the essay as a whole? Does the candidate present and discuss a view or views as opposed to simple narration or description or mere mentioning of topics or listing of instances or meandering?

3. Quality of thinking. This included such questions as: How sensitive and perceptive are the points of view taken and how well are they argued? Of what quality are the analysis and criticism?

4. Relevancy. Questions here were: How appropriate and convincing is the essay as an answer to this particular question? How well has the candidate sized up what he was asked to do and how well as he done it?

5. Use of specific illustration. Here the question was: Is there intelligent and appropriate use of specific references and illustrations as opposed to exclusive use of "vague and meaningless" generalizations?

The conferees expressed approval of these criteria.

In the discussion of advanced placement courses at the secondary level the high school teachers were encouraged to express their opinions, and to relate their experiences in preparing students to take the advanced placement examinations. The majority of those teachers said that their classes translated at least four books of the Aeneid: I, II, IV, and VI. Some also translated Books III and V by doing sight translations in class. All agreed the better the textual knowledge, the better the mark in the Advanced Placement Examination. Most teachers felt they had sufficient

time allotted in class hours to prepare students to translate well but were handicapped by lack of time and by large classes in teaching essay writing skill to their students. It was suggested again that those students showing ability in translating Vergil be coached by the Latin teacher, or preferably by the English teacher, if his assistance can be gained, to write good analytical essays which the Advanced Placement examinations require.

It was suggested that a book of the Aeneid be read "into" in review and that the ideas within it be discussed by the class. It was also suggested that the better students be assigned reading material recommended in the syllabus of the Advanced Placement Program and that this material be reported to the Vergil class. This would serve to enrich the normal Latin 4 high school program. The effects of this advanced placement program in the high schools were shown by some excellent answers given to questions asked on the 1958 Advanced Placement examination. The conferees enjoyed reading and discussing these excerpts from the examinations which were offered as specimen answers of different levels of quality.

There was a brief discussion concerning English to Latin translation at the fourth and fifth year level, but the idea of including this in the examinations was greeted unfavorably since very little time is given to this in the advanced courses and since it does not seem appropriate to translate proce in English to Latin form in a year in which poetry is being read in Latin.

In order to channel more high school students into the Latin departments it was suggested that the Latin instructors engage the interest of the guidance personnel. In 1958 there was a 100% increase over 1957 in the number of schools participating in the Advanced Placement examination in Latin 5. This the conferees pronounced most encouraging.

In the college evaluation of the Advanced Placement candidates great interest was expressed by all conferees. It was pointed out that Colleges have shown a considerable increase in interest in the Advanced Placement program. In May, 1958, more than 362 institutions are prepared to grant placement or credit or both to candidates making a good showing in the Advanced Placement examinations. The apathy or doubt regarding the program has been replaced by interest, even enthusiasm. Examples of this were given at this meeting. The University of Syracuse now grants graduation credit and advanced placement standing to candidates placing in class 3 ("creditable") or better in the Advanced Placement examination. Quite recently the University of Illinois has decided to give similar credit.

Many problems remain. In some colleges advanced placement is given candidates placing high in the examination but the course credit that is given is determined by the individual departments of the college.

There is a general tendency of the colleges to give the credit where merited for outstanding candidates. Caution in awarding even credit is giving way because these candidates are recognized as exceptionally capable individuals and all universities are eager to enroll bright students.

Latin 5 presents no problem and most colleges grant credit for this course. Latin 4 presents problems. It may fall between courses given by the university. Both credit and placement have been given in some cases. Colleges do not feel that their one semester Vergil course is superior to the one year Vergil course given in high school. In many cases due to the full year spread the high school course is more extensive. The problem the colleges face is largely one of credit. No college wishes to advance a student out of Latin, nor will it excuse him from a basic course such as Comedy or Lyric on the basis of a good performance in Latin 4, the Advanced Placement Vergil program. The recognition of Latin 4 for advanced placement is a technical and administrative problem.

The intense enthusiasm of the conferees for this Latin 4 Advanced Placement Program prompted Mr. Levy to present a resolution, seconded by Mr. Voorhees, to this effect: Resolved: That the opinion of this meeting is that the nature of the Advanced Placement Latin 4 Course is such that college credit in excess of the entrance value of the ordinary High School Vergil course is amply justified. This resolution was passed by the conferees.

It is the policy of the Advanced Placement Program to send the candidate's examination papers to the college in which he enrolls. There the papers may be read by the Latin Department. The caliber of the examination papers in another subject sent to the University of Illinois was so excellent that the university granted credit and placement to the candidates and gave status to the Advanced Placement Program. It was indicated that other colleges had recognized the program through similar experiences.

The conference closed following this discussion.

# REPORT

# SPANISH MEETINGS

Lawrence Kiddle

The University of Michigan

Ann Arbor, Michigan

General Chairman

# REPORT TO GENERAL SESSION BY DAVID DUDLEY

At a general session for all language sections held in the Doermann Theatre at 8 p.m. on June 26, Mr. David Dudley, as retiring director of the Advanced Placement Program, gave an end-of-the-year formal report to tell how the Advanced Placement Program has developed throughout the year.

In 1958, 3,700 secondary school students took 6,800 AP examinations in May. These students came from 360 schools and will scatter to more than 280 colleges in the fall. Looking back over the last three years, the figures have doubled.

The first topic mentioned by Mr. Dudley was the problem of finances. The AP deficit has exceeded $150,000 this year. Up to this year, the main concern has been the establishment and advance of the program, but now financial problems have become crucial.

At their first meeting, the AP commissions took some steps to increase income and reduce expenses. They voted to raise the fee for the Advanced Placement Examinations. Instead of charging a flat fee of $10 for all examinations taken, there will be a $5 fee for registration and an $8 fee for each examination taken. They also voted to put the non-objective parts of the old examination, beginning with the 1957 exam, on sale for $1.

In order to reduce expenses, in 1959 there will be only one English examination instead of two after a survey indicated approval for trying one examination. Test administration at present is very expensive, but the commission hopes that by 1960 there will be some workable and less costly substitute in effect.

The number of schools presenting students for AP examinations has risen from 18 in 1954 to 212 in 1957 to 359 in 1958. If the AP program is as good as we think it is, then we are committed to making a greater effort to expand the program so its effects are felt by more and more schools and more and more students.

Mr. Dudley discussed other concerns involving the AP program in three areas: 1) practical problems, 2) budget problems, and 3) problems on the philosophical level concerning administration, students, etc.

1. Practical Problems

There has been discussion on the feasibility of having two examinations in mathematics to represent two levels of achievement.

Another problem is the question of whether the examinations should be restricted to secondary school students. The answer to this is that all college board examinations are open to all who wish to pay the fees, with the exception that papers of college transfer students or college extension classes making use of the examinations will have to be read at the students' own colleges by their own professors.

Finally, Mr. Dudley suggested that a future director may wish to consider the possibility of eliminating the test control program.

2. Budget Problems

In setting the new fee increase, the commission tried to hit equitable and practical figures for 1958. Fees should never be considered final, however. It is hoped that the practice of communities or schools for helping deserving students to meet their fees for examinations will be continued on a wider scale.

The possibility of selling the Advanced Placement Program Syllabus was rejected by the commission this year, but this may be a source of income in some future year.

Centralized reading of the examinations will continue, but the time may come when the financial burden of reading increasing numbers of tests may become severe and a solution will be needed.

3. Philosophical Problems

One such problem facing the Advanced Placement program is its place in the college. It is the duty of the College Board to maintain the standards of the program at a high level.

Another problem is the danger to the fundamental purpose of the program that has existed in that some sophisticated students may use the examinations as an easy ride in their freshman year at college.

The strength of the program is always within the school and reflects the determination and high quality of a school's administration and faculty. Some schools have been offering high school honors classes of college level courses and need to adjust their programs.

Colleges have been too hard on the AP program. The AP program is an area in which a great many college teachers and administrators are working harmoniously and diligently with high school teachers. The effect on the schools is already marked, but the effect on the colleges will come later. In 1957, 3 colleges received over 100 AP students; 4 more received over 50 students each. In 1957, however, only 33 colleges in the entire country received as many as 10 AP students. Therefore, the impact on the colleges will be more noticeable

when the colleges receive more students from the AP examinations.

It is important that members of the college administration and faculty have full knowledge and understanding of the AP program. One way in which the colleges may help the ideal of advanced placement is in their interpretation of the college board AP examination grades. These grades represent college frades and not those of the high school.

There is also the problem of the granting of placement and credit by the colleges. Out of 360 colleges, 210 favor granting placement and credit, but a large minority of 150 colleges or over 40 percent favor granting placement only. It is suggested that the college policy list, which is available to schools and students, in the future will indicate which colleges give credit and placement and which colleges give placement only. The colleges owe it to the studious students to grant some type of credit or recognition for achievement as they do when they give football scholarships to outstanding athletes. If we are to ask the high school to make the extra effort required toward advanced placement, then we must ask the colleges for some recognition of these efforts.

The appointment of a permanent director would make it possible to develop a continuous philosophy and program for advanced placement.

## FIRST SESSION

The topic under discussion at the first session was the preparation and content of the 1959 Spanish examination. The discussion was led by Mr. James Sorber of Swarthmore College.

### Suggestions for the 1959 Examination

1. It was suggested that the committee take under consideration the possibility of having two sections in (b) of Part A in Section II of the examination -- one to be written in English and one to be written in Spanish. In this way you will cover students who have been trained to express themselves in Spanish in the classroom. It was also discussed as to whether there should be two passages and then allow the students to make a choice; but this was vetoed on the assumption that, "We need to test both comprehension and ability."

2. It was recommended that it be more clearly stated that one hour is allowed for both (a) and (b) of Part A. This previously caused some confusion on the part of some students taking the examination.

3. The group agreed that students taking the Spanish examination continue to be allowed to use a dictionary when taking the examination. There are three reasons for doing so: 1) It has a psychological advantage in giving the students security; 2) It gives some indication of whether a student knows how to use a dictionary correctly; and 3) Other sections allow their students to use dictionaries, and uniformity in this was felt to be desirable.

4. The oral section of the examination will consist of a 15-minute recorded lecture in Spanish. The students will be asked to take notes on the lecture either in Spanish or in English. Then, the students will be required to interpret the lecture using their notes. Possible methods of interpretation suggested were: 1) writing a summary; 2) answering questions; and 3) answering a series of multiple-choice questions.

### Other Points Pertinent to the Effectiveness of the Examination

There has been discussion as to whether (a) and (b) of Part A should be strictly literary material or material concerned with a wider knowledge of the social sciences. It is felt that this first part should remain literary in nature.

The question of whether the students should be required to write their answers in Spanish or English was discussed. Those who feel the students should be allowed to write their answers in English do so because it gives the students a little more freedom to display what they know and to express what they think they know.

The committee that makes up the exam is trying to get the students to go beyond the mere knowledge of words as one can tell by the type of answer given whether or not the students have interpreted correctly. The members of the conference did not think that students who have been trained in class to write in Spanish would do any worse in the examination than they would if they were required to write their answers in English.

The primary objection to writing answers in English is that many teachers have been instructing their students to write examinations in Spanish. If students are allowed to write the AP exam in English, "The teachers' work and instructions are for nothing."

Mr. Sorber asked the members of the conference whether they approved or not the manner of presenting (b) of Part A. The Spanish poem appeared first followed by instructions for the student's interpretation given in English, and the theme itself to be written in English. This was in contrast to the treatment in (a) of Part A where the students were given a "push" into answering through a series of questions in Spanish to be answered in English.

It was agreed that this manner of presentation for (a) and (b) in Part A was satisfactory. Also, the method of giving the instructions in English was justified by the fact that in this way the student knew just exactly what he should include in his interpretation of the poem. There was no room for doubt.

## SECOND SESSION

Mr. Lawrence Kiddle of The University of Michigan led the discussion on the primary concern of whether or not the first year course in college should be a survey course or an introduction to literature -- a training in literary analysis.

There is a small number of schools that insist on a survey. They want to know from the Spanish examination what the students have done already. The examination at present is based on not what a student knows already but what he is able to do. These few schools will not accept students who pass the AP examinations in Spanish and French because of this factor: it was understood that they do accept such examinations in Latin and German.

Figures for the 1957 examination showed that there were 34 out of the 60 secondary school students taking the test who applied for advanced standing and/or credit. Of these 34, 11 got credit and placement; 8 got placement only; 3 got credit only, not getting placement because they didn't continue the subject; and 12 got neither placement nor credit. Two of these 12 students received 4's and 5's on the Spanish examination and did not get placement or credit.

In spite of these facts, it was the consensus of the members of the Spanish section that the committee not change the content of the examination. The success in past years of the AP program as substantiated its validity; and if this change in the Spanish examination were made, it would lose its function and purpose. The feeling is that the examination should be continued in its present form.

The subject of the Spanish syllabus in the Acorn Book was discussed quite thoroughly in this session.

It was suggested that a syllabus of readings be constructed from which the bulk of the Spanish examination would be taken. It was felt however, that you get into the realm of the great books idea, and you ask the students to memorize a great deal of material. This defeats our purpose in that we are asking the students to try to find their way out of a situation in which the language is new to them rather than to remember something. It was also pointed out that this type of syllabus is not feasible for the schools, because they must use their textbooks for periods of five years or so. The final comment on the subject was that the Spanish syllabus listed in the Acorn Book represents only suggested titles and that no one should feel limited by it. The committee welcomes suggestions of books that might be included.

Also, under discussion was the matter of a second Spanish examination, the nature of which would be primarily oriented from a linguistic point of view; there would be no literary analysis. The Spanish III exam would take the linguistic part away from the present test so that the present test would be devoted primarily to literary analysis. It was advised that the Spanish committee not develop a third examination as the number of students taking the Spanish IV exam is large.

## THIRD SESSION

This session, conducted by Mr. Lawrence Kiddle, was concerned primarily with discussing the results made on the May, 1958, Spanish Examination.

### RESULTS FOR ENTIRE EXAM

| Raw Score | Grade | Secondary (No.) | Secondary (%) | College (No.) | College (%) |
|---|---|---|---|---|---|
| 265-220 | 5 | 17 | 12 | 7 | 18 |
| 219-185 | 4 | 31 | 23 | 12 | 31 |
| 184-145 | 3 | 37 | 33 | 11 | 28 |
| 144-100 | 2 | 36 | 21 | 6 | 15 |
| 99-55 | 1 | 15 | 11 | 3 | 8 |
| | | 136 | 100% | 39 | 100% |

### RESULTS ON PART I (Oral)

| Score | Grade | Secondary | College |
|---|---|---|---|
| 45-42 | 5 | 52 | 10 |
| 41-38 | 4 | 22 | 1 |
| 37-30 | 3 | 31 | 9 |
| 29-20 | 2 | 28 | 11 |
| 19-0 | 1 | 3 | 8 |
| | | 136 | 39 |

### GRADE EVALUATION

15
14-5 (Demonstrated High Competence)
13
12
11-4 (Demonstrated Competence
10
9
8-3 (Suggested Competence

7
6
5-2 (Suggested Incompetence)
4
3
2-1 (Demonstrated Incompetence)
1
0 (Used for complete omission of a question)

It is recommended by the committee that credit and placement be given to persons who receive 4's and 5's on the examination. For those getting 3's, it is recommended that the college take under consideration giving credit and placement. Persons getting 2's are recommended for placement. Anyone with the grade of 1 is not given consideration.

A college knows, in addition to the grade a student receives, what the student did in preparation for the examination, what his teacher's recommendation is, and what the general evaluation of the student's work in high school is.

A point-of-reference college group is used as a check against the results of the secondary school students. This year the college group consisted of 39 people. These college students were selected at random, so their motivation is not quite so high as that of the secondary people. Eventually, this college group will disappear as an annual feature of the exam; it may occur every second year.

The results show that possibly the secondary school students are getting more practice in the classroom in oral Spanish than the college students, as the secondary students did better than the college students on Part I.

In Part II, Section B of the exam (Translation), the committee underlined the parts that would be of most interest to the students instead of having the students translate a whole passage. In the grading, nearly everyone had done well up to a certain point and then they ran into difficulties; hence, the grader found this section difficult to grade, because the difference in the passages depended on only a few sentences toward the end of the whole paragraph.

In Part C, the committee required the students to write on three works that they had read. Previously, the committee had the students write on only one work and this, in their estimation, was not comprehensive enough. The requirement for discussion of three literary works is much more satisfactory.

It was suggested that there be an opportunity in the examination for the pupils to spend time on one literary work and delve into an interpretation deeply. This was argued against on the basis of performance in a previous examination. The students were given an hour to discuss just one work, and they didn't have enough to say in this long period. Also, as soon as you start to pin-point something of this nature, you lose sight of the purpose of the examination; you cannot hope to cover the entire field of Spanish literature in an examination of this length. The sampling of three literary works can be very indicative of the students' work.

## FOURTH SESSION

Mr. Donald Marshal, Culver Military Academy, led the discussion on the question of the type of course that is used in the secondary school for advanced placement.

It is necessary to understand exactly how the AP program connects with the college program. The course that secondary schools have set up is an Introduction to Literature. It consists of a study of a few books in Spanish literature -- understanding them properly, analyzing them, and studying them. Certain universities want a survey course in which you take snippets or a few excerpts of all Spanish literature and study them. You only touch on the works of literature; they are not studied thoroughly. These colleges do not want the Introduction to Literature.

What is the difference between the college entrance exam and the advanced placement examination? If a pupil does well on the college entrance, he may be put in the 5th semester of college work, but he enters college with no credit. In advanced placement, he enters a higher course and gets the credit on his record.

The high school is supposed to give a course to the AP candidates equal to the 5th-semester course taught in the college. The high school teachers are going to have to keep up to date on the material that is required in this course. They are going to have to have the knowledge and preparation necessary.

The advanced placement course is designed for the exceedingly brilliant student. You don't have to have a special class. You can have a 4th-year class with a few brilliant students in it and prepare them for the examination. If you have only a few brilliant students in a big class, you can pick them out and tell them you are going to prepare them for advanced standing and give them separate assistance.

We have been so interested in getting through the course to the end of the year that we are losing sight of the potentialities of these superior people. These students should be given the chance to develop their potentialities and abilities to the fullest. Very little effort and extra time will be necessary; the pupils will carry the load.

The hesitancy on the part of the Middle West to accept the AP program is because of the comparison between the public high school and the private school. It was a reasonable consensus of the group that AP candidates would have to be taken from the students of the regular 3rd and 4th year classes and that the public schools in the Mid-West are, only in rare cases, equipped to set up a special class. In the normal secondary schools in the Mid-West, the Advanced Placement test will be taken by superior students in the regular classes rather than from a special class.

## REPORT OF JOINT SESSION OF FRENCH AND SPANISH SECTIONS

This meeting was a joint session of the French and Spanish sections and was held in the Student Union.

In the evaluation of the Advanced Placement Program, it was asked that delegates from the different colleges present comment on the experience their colleges have had with the AP program. It was noted from the comments made by the delegates that most colleges generally grant advanced placement and/or credit. In one or two cases the granting of credit was delayed until the students had proved themselves in the advanced course. In another case, credit was given but the students were not accelerated.

It was suggested that those colleges not accepting students for advanced placement be entreated to state their reasons for not accepting candidates for advanced placement.

There has been in many quarters reluctance to give credit. One of the reasons is that the colleges feel they must have evidence that a body of work equivalent to what is given credit for has been accomplished. The Advanced Placement test hasn't given that nor has it tried to give it.

It was suggested that the college judge by the results on the test and also by the recommendations by the teachers whether the work done and the extent of work done is college-caliber work. It was also suggested that a list of the work covered and the content of the course covered in the high school be sent to the college so they know what is being done in the candidate's school.

Some colleges say that they would like to have the exam reach some form so that they could take the scores to mean what they are supposed to mean and wouldn't have to look over the exam. There has been some confusion as to the merit of a score of 3. Some universities have the idea that a 3 is a grade meaning suggested competence and consider it a good score for granting both credit and placement. However, there has been a practice of being very liberal in granting 3's so that in some colleges only 4's and 5's are considered as meriting advancement and credit. Some colleges may be reluctant to grant both placement and credit for a 3; they are going to look at the papers first.

We have to start meaning what we say. When the colleges and universities are satisfied that the grading is being done so that a 3 represents a C and is a grade representing suggested competence, they are going to pay more attention to the granting of 3's on the examination scores.

Other reasons suggested as possibilities why a college will not accept AP candidates for credit were (1) granting of credit is against college policy and (2) some colleges don't grant credit because they want to keep the students in college for the full four years.